

PLATFORM

Will teacher assessment ever get off the ground?

I persist in having this dream. A committee of Stone Age men, naturally clad in sheepskin, are deep in discussion. Although none of them has seen it, and descriptions vary, there seems to be this thing being developed called a wheel. Uninhibited by their lack of detailed knowledge – or indeed the assurance that it actually exists – they are engaged in exploration of its applications. Ideas range from humble oxcarts to supersonic aircraft. The dream fades with disturbing images of Concorde attempting to land on iron-rimmed cartwheels.

Teacher assessment is being widely discussed, too, with a worrying lack of definition, and of awareness of its potential and its limitations. There are indications of attempts to apply it to achieve objectives which only further research and practical application could justify.

At the same time it has been presented to teachers as a negative and threatening management tool. It is in the hope that debate on this burning topic can be a little more informed that I have tried to define the situation. I do so as a long-convicted believer in the value of professional assessment not only to provide teachers with the opportunity for the full development of their own career potential. But also, and importantly, to ensure the highest quality of teaching in our schools and the best educational provision for our children – an enthusiasm tempered by awareness that it is not a universal panacea, still less a remedy for all our ills.

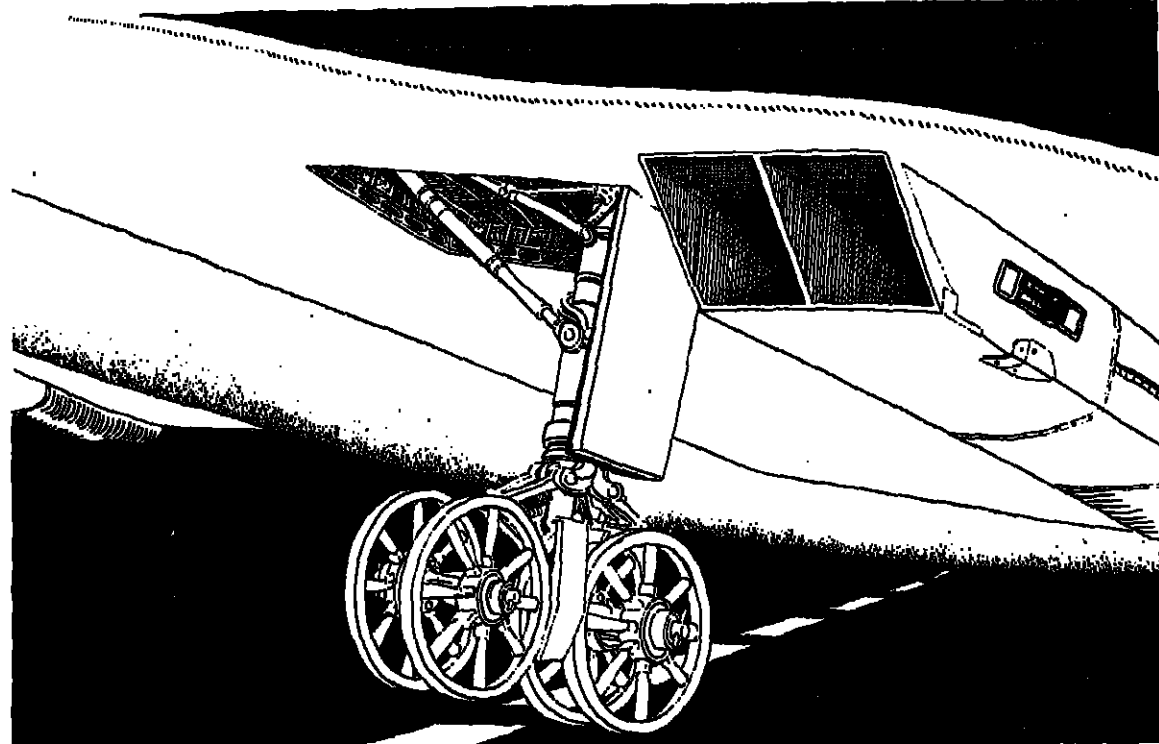
There is nothing new about performance assessment as such. It has long been the practice in the Civil Service, the Armed Forces and in industry and commerce, particularly in the multi-nationals. There are some very refined third and fourth generation systems in operation (mainly in industry and commerce) which show a significant degree of sophistication and practicability. Much of what is in them could be used in teacher assessment but not by simple transplant. They tend to relate to hierarchical structures where the assessor is not only senior to the assessed but doing a significantly different job. They are based on performance criteria which are generally easier to define than in teaching and they are not hampered by the logistical problems that assessment poses for schools themselves, and for organizations such as I.E.A.s, which may have, typically, several hundred outlets. These must respond to varying demands from communities with widely differing needs and aspirations, giving regard to complications such as governing bodies and the partial absence of a "line management" structure.

The best have three features in common. The first is that assessment demands dialogue, discussion and openness. The second is that assessment is not linked overtly – some might say crudely – to salary and cash incentives, although none is so naïve as to assume that the impact on career progression, or lack of it, is not significant over a period of time. Thirdly, they are based on the positive – that is, identification and appreciation of strengths, acknowledgements of weakness allied to support in tackling them. Expert practitioners in the private sector emphasize that assessment is a valuable tool in their hands, not the solution to all their problems, and that it can quickly be devalued unless those involved have great confidence in it.

There is room for much more research into how effective teacher assessment has been in other countries and indeed in individual schools here, where it has flourished. The work of bodies such as Education for the Industrial Society needs to be recognized, too. What is clear from the debate in the educational press abroad is that nowhere has been found an easy answer on a national or even a regional scale and that the strength of individual success has been at least partly due to the ability to relate to local circumstances. A national scheme such as is envisaged in England would, I believe, break new ground and have to reconcile national consistency with adaptability to widely varying demands. No practice in education or industry gives a clear guide to the resource implications of a national scheme: what they do is to indicate that it does not "come cheap".

Within my own authority, a great deal of work has been carried out by interested teachers, officers and advisers which, allied to work carried out as background to the work of the Burnham structure working party, leads me to suggest what the issues are, and how we might attempt to cope with them.

The starting point, reinforced by the views of bodies as disparate as the NUT (A Fair Way Forward) and the Institute of Personnel Management, is that assessment should be professionally based – that is, designed to



Duncan Graham sheds new light on the debate: how an appraisal scheme could work and what the positive results could be – if it isn't ditched by a merit money link.

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The starting point, reinforced by the views of bodies as disparate as the NUT (A Fair Way Forward) and the Institute of Personnel Management, is that assessment should be professionally based – that is, designed to

improve the professional performance of the assessed. This requires an atmosphere of trust in which weaknesses as well as strengths can be frankly discussed, and crucially, worries and problems volunteered for discussion by the teacher being assessed.

In turn, this means the assessor must be a respected practitioner skilled in the techniques of assessment and with time both to see the teacher at work over a period of time, and to assist in any steps agreed as necessary post-assessment.

As the assessor may well teach in the classroom next door, there is a dimension here not so apparent in other fields of employment. To ensure consistency there must be an agreed format for the process – in my view, a document (backed up by checklists of areas which might be explored) which both parties complete separately, come together to discuss and formulate an agreed version (with unresolved difficulties recorded) and a final summary drawn up by the assessor and seen by the teacher assessed.

Controversy rages and will rage about how much grading can come into this, as distinct from text. This is one of the questions best left open until practice overtakes theory. I feel that it would be odd if the final outcome is less sophisticated than that applied by teachers to the best pupil profiling. We have yet to resolve the difficulties inherent in professional assessment with the need to link the outcome to the professional progression of the teacher.

What is indisputable is that a regular open assessment would help teachers to identify their own levels of skill and

competence, and assist career judgments more effectively than the present inconsistencies of confidential reports.

What is equally certain is that the regular assessment of current job specification, aims and objectives and so on, will offer further opportunities for all staff to contribute to the analysis and the establishment of performance measures in the school.

A model for development of the process exists in the process agreed informally by management and unions for entry-grade teachers (and attached to the management package described in this issue). It needs considerably more in the way of field-trials and reveals other areas for study. One is, of course, how the system is to be moderated. Inevitably it will be largely "in-house" – it could not properly be convincing unless it has wider currency and wider applications – as the source of references for job applications at least, if not for more ambitious management uses.

I think it is inevitable that I.E.A.s will have to employ staff specifically to do this, and am convinced that this will not be just another job for advisers or officers, but will need a group of people carefully selected from schools and offices on their track-record as teachers and assessors – and more than adequately trained. Incidentally, there is room for staffroom discussion on who will assess heads and chief education officers.

The impact of all this on in-service training will be obvious. First, there will be the need to train "moderators", assessors and to a degree all of those

who are going to be assessed – that is, take time as well as money. Secondly, in-service training will have to change in character to provide tailor-made responses to individual needs revealed in assessment. Woe betide the school or I.E.A. which recommends remedial support and then fails to provide it. In the end, teachers may rightly judge that the thing on the amount of real money it gives them.

There are many unanswered questions which can only be tackled as objectives are defined, and a paymaster identified. One of the reasons for frequency of assessment is an instinct (based on perhaps a preservation) is to have it done regularly for all teachers and then on a pro basis on factors related to position on teacher request, on yearbook and where doubts about adequacy of performance exist.

I see little value in assessing the bulk of those who are at a critical point in their career, or who reached their natural peak. I should like to see this to an extent let to professional discretion within a national consistency (how is this to be achieved without a huge bureaucracy?) and for planning ability may dictate otherwise.

So much for the value of assessment to teachers and their professional development. For management, the public – the benefit ought to come from improved quality of education provision.

It will come, too, from broad uses of the results which should be trends to which they will be prepared to respond. More controversially, they might be better used to do what other managers do – identify and nurture potential leaders and promote some "tracking".

This could be so but I think that problems here have more to do with the promotion machinery and the way played by governing bodies: it could be argued that the Green Paper on parental choice, if implemented, would make this development even more desirable and the value of assessment be diminished accordingly.

I am delighted that assessment is now close to the top of the agenda. I remember in the United States in 1970s, while on a trip to see the work of the Strategic Education Foundation, expressing astonishment that they worked in the UK, they considered a career without assessment as a formal evaluation. They saw this as a drawback and questioned the longevity of a system which came to be known as "the system".

I reflect, too, on the number of teachers in extreme difficulty last year to me: "If only somebody had told me". Of course they have been told, but not systematically, openly and constructively.

I believe that teachers have nothing to fear from professional assessment and everything to gain in career development and in status. But the system needs to be right, and prerequisites for that are:

- Time to experiment, convince, and inform;
- An atmosphere of mutual trust;
- Money for administration, training, and time and training;
- Above all, it must be credible – convincing enough to face the reality of application to clearly defined objectives and an open appeal system.

There are some who believe that an effective system will be agreed. It is so we will have lost our best hope, what all sides claim to be in the end, a desirable, even if they differ, fundamentally in how they wish to be am consoled by the fact that the wheel and the wheel seem to have evolved a satisfactory degree of compromise.

Duncan Graham is Chief Education Officer for Suffolk, one of the I.E.A.s chosen by the DES to carry pilot projects in teacher appraisal.

NEWS

Richard Garner on union opposition to a management offer 'with little scope for negotiation'

Pay structure talks in danger of collapse

by Richard Garner

An outright rejection of the local authorities' new comprehensive package on pay and conditions is on the cards when teachers' leaders meet for the first time to discuss it officially next Thursday.

Three key elements of the package have caused widespread opposition among teachers' leaders:

- The inclusion of a commitment to a limited amount of lunchtime supervision for teachers.
- The commitment for them to cover for absent colleagues.
- The appraisal proposals whereby teachers would be assessed once a year with headteachers having the right to refuse annual increments to those deemed unsatisfactory.

However, local authority leaders have given a warning that there is little scope for negotiations on the conditions side of the package – although more money could be available.

If, as seems likely, the structure talks then break down, the teachers would resort to pursuing their pay claim for next year through the Burnham committee for a rise of at least £1,200 a year for every teacher and a common pay scale for the profession.

The authorities are likely to stick tightly to the cash ceiling for pay rises outlined by the Government – thought to be 3 per cent.

The package presented to the resumption of talks last Thursday showed that the authorities had dropped plans for merit money in favour of a fellowship scheme for teachers who show distinction and had put more cash (and cash) on the bones of their pay proposals under the new structure.

Teachers on the three-year entry grade would receive £6,500 a year in their first year – rising to £6,800 and then £7,100 a year in their final year on the entry grade. They would be given a lighter teaching load in their first and second years – and a normal load in their third year.

Throughout their service on the entry grade, they would be attached to a "mentor" who would monitor their progress and advise them. In addition, they would face regular internal assessment – and a local education authority could at any stage decide whether there is no realistic prospect of the teacher attaining the required professional development, and terminate the appointment.

The teacher would have right of appeal against a final assessment which recommended he or she should not progress to the main professional grade.

Teachers on the main professional grade would be paid a maximum of £8,500 a year – rising by 10 annual increments to a maximum of £11,800. Those with special responsibilities – such as supervising entry grade colleagues or heading a department – would receive an extra £1,000 a year.

All teachers would be given a new contract – ensuring their weekly classroom contact time would not exceed 25 hours a week and that each teacher would be entitled to a minimum of two 35 or 40-minute periods a week when they could not be called on to cover for absent colleagues.

On lunchtime supervision, teachers should not be required to supervise on more than two days a week – and then for not more than half of the pupils' midday break time.

However, there would be a contractual commitment to provide cover for absent colleagues and lunchtime supervision. Refusal to perform these



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duties has often been used as a weapon during previous industrial disputes.

Each teacher would be assessed within the school every year – and no teacher would be allowed to progress to the next incremental point on the main professional grade unless the head certified that a satisfactory level of performance had been attained.

Every third year, the assessment would become a "performance review" and be conducted by a senior colleague in conjunction with an I.E.A. adviser, inspector or officer. After a teacher has reached the maximum of the main professional grade, the performance review would continue every third year.

There would also be a fellowship scheme, under which those demonstrated to be outstanding would be entitled to one term's sabbatical leave, and a bonus of £1,000 per year for each of the three years of the fellowship.

Headteachers would be paid on 30 different grades ranging from £12,500 a year to £24,000 a year – and there would be assistant heads appointed to schools with more than 20 staff. Assistant heads would be in charge of lower or upper schools or have a major academic responsibility within the school.

The local authority plan also calls for the end of the social priority scheme –

whereby teachers in deprived areas of the country are given a special allowance. It says those in receipt of it will keep their allowance as long as they continue in the same post.

Mr Doug McAvoy, deputy general secretary of the National Union of Teachers, who is leading the teachers' side during discussions in the structure working party, said: "I think it would be impossible for the teachers' panel to agree to the worsening of conditions of service – such as requiring lunchtime cover and cover for absent colleagues."

In a speech to Scottish teachers at the weekend, he said: "I can think of no greater insult to teachers than to suggest the need for an 'annual certificate of classroom worthiness', the equivalent of an MOT."

"The National Union of Teachers will not accept a package which worsens conditions of service. The NUT will not accept the use of assessment for salary purposes. We will continue to campaign and fight for teachers to be properly rewarded for the job they do today."

However, the NUT line – which would lead to a breaking off from the structure talks and pursuing next year's pay claim solely through salary negotiations – appears to be at odds with other teachers' unions.

The National Association of School-

masters/Union of Women Teachers believes the management should be given an opportunity to revamp the package at the next working party meeting – although it, too, admits the structure talks would appear to be at an end if the authorities refuse to be flexible.

It is particularly upset over the plan to give headteachers the right to withhold increments from teachers deemed not to have been satisfactory during their annual appraisal, describing it as "ludicrous in the extreme" and likely to lead to bad staff relations.

Mr Nigel de Gruchy, deputy general secretary of the union, said: "They're trying to get Rolls-Royce teachers for the price of a clapped out second-hand Mini!"

Even the normally moderate Assistant Masters and Mistresses Association described the package as a "blood donor's charter". In the words of its deputy general secretary, Mr Peter Smith, "However, he emphasized that he felt the teachers had no alternative but to negotiate on it."

Both the National Association of Head Teachers and the Secondary Heads Association welcomed aspects of the plan – particularly with regard to the appraisal side of the document – but expressed worries over the superstructure militating against secondary school heads – particularly those with sixth-forms. Under the pay proposals the secondary heads would receive less of an increase than primary heads.

The management says that under existing agreements headteachers can recommend that a teacher should not receive an annual increment, and no teacher should have an increment withheld unless performance is considered to be unsatisfactory by the I.E.A.

It gives a warning that if there is no agreement on the package as it is with perhaps a little extra on pay, teachers would be confined to a 3 per cent pay increase next year.

In addition, Sir Keith Joseph, the Education Secretary, has threatened to introduce legislation compelling local authorities to assess their teachers regularly if no agreement is forthcoming from the structure talks.

Top GCSE candidates to be awarded merit certificates

by Susannah Kirkman and Biddy Passmore

The Government is going ahead with plans to introduce distinction and merit certificates for high-achieving GCSE candidates in a return to the idea of the "merit" exams.

A consultative document on the new awards is likely to be issued in two or three weeks' time by the Department of Education and Science. The Government's aim is to encourage more young people to do well in a broad range of subjects.

To win a distinction certificate, pupils will probably have to pass at least six subjects with mostly A grades, including English, a foreign language, maths, science, history or geography and a practical subject.

If distinctions were restricted to candidates with straight As, only 1-2 per cent might get the award on the basis of present results. If some Bs or Cs were allowed, the award might go to 5-6 per cent of candidates.

A merit certificate would be given to candidates with at least C grades in three subjects, although a B grade in one might compensate for a D in another.

Depending on how tightly the subject requirement is drawn, a further 6-15 per cent of candidates might win a merit award on present showing. Yet teachers and exam boards have already criticized the new awards as unnecessarily complicated and wasteful of resources.

"The whole idea of GCSE was that it was going to have an easily recognizable system of grades," said Mr John Day, secretary of the Associated Examining Board.

Very bright pupils who normally took several subjects a year early might be disadvantaged by the new system if distinction or merit grades all had to be gained in the same year, he said.

In any case, a centralized system to coordinate results and issue certificates will be necessary as many pupils take exams from different boards. Mr Day thinks the DES or the Secondary Examinations Council should take on the job.

Dr Walter Roy, headmaster of Hewett School, Norwich, considers

the administrative apparatus will waste valuable resources. The distinction system is unnecessary, he says. Pupils who secure high grades will already have achieved distinction. "Fifth year pupils act as a stimulus to each other; they don't need the spur of a distinction certificate," he said.

Dr Roy disagrees with the argument that employers need help to pick out high-fliers. "What employers want is a less refined system. They're perfectly capable of looking at students' certificates and drawing their own conclusions," he insisted.

Unlike the old "merit" distinction and merit certificates stand little chance of becoming a requirement for university entrance. At present, English language is the only subject stipulated by all universities. Dr Arthur Hearden, secretary of the Standing Conference on University Entrance, thinks this is unlikely to change. "Universities ought to be able to accept top-draw people. Not everyone is a broad and balanced, especially not the odd genius," he said.

Key policy elements in achieving this would be an agreed curriculum at primary as well as secondary level, a single system of examinations, new methods of assessment, effective management and parental involvement in schools.

"We need a teacher force of the right size and with the right mix of charges," he said.

Mr Keith told the meeting in Paris that it was his aim to see 80 to 90 per cent of pupils reaching or surpassing

at 16 the standards now associated with the average.

Extra staff may have to be taken on to carry out the Government's education policies, Sir Keith Joseph, the Education Secretary, told education ministers of the Organization for Economic Cooperation and Development this week, Richard Garner.

Britain considers leaving 'too political' Unesco

Cabinet ministers were due to decide this week if Britain should follow the United States in pulling out of Unesco. A last-minute appeal not to withdraw was made on Wednesday by the High Commissioners of 41 Commonwealth countries when they met Sir Geoffrey Howe, the Foreign Secretary.

EEC foreign ministers, meeting in Brussels on Monday, called for reforms of Unesco – the United Nations Educational, Scientific and Cultural Organization – rather than withdrawal. The British Government's chief complaints are about Unesco's large and

wasteful bureaucracy in Paris and its increasing politicization, especially attempts to prevent freedom of speech and freedom of the press in parts of the world.

The British Council is facing the prospect of closing down its operations in 25 countries and axing several hundred jobs because of cuts in the foreign aid budget.

Government plans announced earlier this year would leave its grant for 1985/86 £7 million below estimated needs of £85 million.

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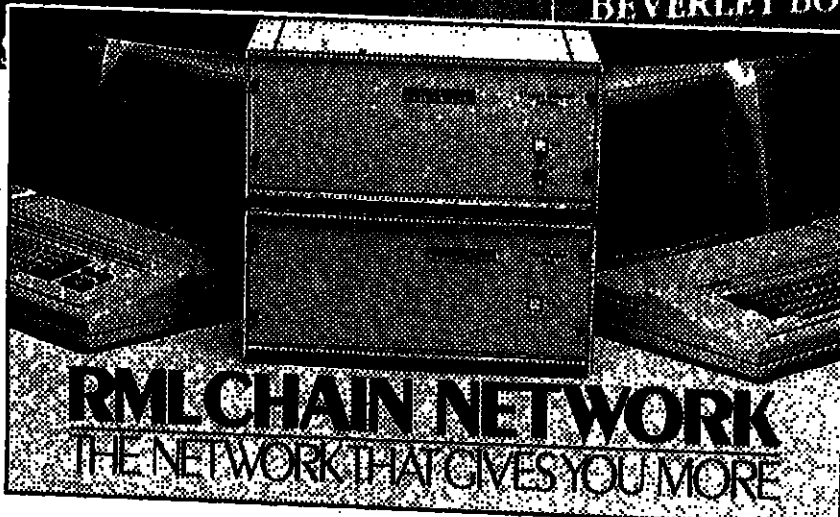
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NEWS



Contractors at work removing asbestos particles from a London primary school.

Asbestos: 'teacher pressure forced ILEA to take action'

by Julia Hagedorn

Only direct action by teachers over the asbestos problem brought a response from the Inner London Education Authority to deal with the danger, a conference heard last week.

Action by 30 schools in Hackney in the spring of 1983 and continual union pressure forced ILEA to recognize the problem of asbestos in schools, said Mr Richard Rieser, general secretary of the NUT's Inner London Teachers' Association and staff side secretary of the joint ILEA Greater London Council asbestos working party.

He was speaking at a conference, "Asbestos, a national problem", at the GLC's County Hall.

Mr Rieser also criticized the ILEA's health and safety inspectors. In one case, he said, asbestos flakes were

falling into the children's food and all the inspectors said was that it was safe to eat - it was only dangerous to inhale.

In another school, cleaners were sent in to sweep up the contaminated area without any protective clothing. He said: "Asbestos is lethal and as long as it remains in the environment it is a killer. At least two-thirds of the 28,000 schools in England and Wales had sizeable amounts of asbestos."

"It is a national problem of such magnitude that it is difficult to comprehend. It will cost thousands of millions of pounds to get rid of the cancer danger in our environment."

Asbestos in school buildings was particularly vulnerable to damage because of the nature of the activities that went on.

If asbestos deteriorates in schools, a significant number of people, mostly children, can be exposed to the fall out dust.

Asbestos removal licences - what he called "licences to kill" - had been granted to "cowboy" contractors. In the GLC, he said, NUT safety reps had a programme of monitoring and would not let the "cowboys" in.

Mr Rieser added: "The Government must put up a blank cheque. If there were a national tragedy tomorrow, they would find the money. The longer I am involved in campaigning for the removal of all asbestos from our schools and the more I get to know about it, the more angry I am at the complacency shown by the Government, the ILEA and all those in authority."

Mr Brian Simons, former NUT health and safety rep in Hackney, told THE TES that at William Patten Infants School, Stoke Newington, a temporary classroom in the playground was found to be full of asbestos.

Ms Margaret Morgan, ILEA member, said the authority had agreed to eventual removal of all asbestos from schools wherever possible. Where impossible, it would be protected against damage.

But there had to be a planned approach, ILEA had launched a visual survey last July; £2 million had already been spent on it and £5 million on remedial work.

Even if the ILEA was rate-capped, she said, the asbestos programme would not be stopped. But that might mean no further rehabilitation of school buildings.

She told THE TES later that it would be July 1986 before the survey was finished.

Mr Rieser said after the conference that the latest discovery of asbestos was in the pendant light fittings that many schools have. There could be half a million in inner London alone he said.

What happened in one Hackney school... Cleared - thanks to vigilant staff

Laburnum Infants School in Hackney is one of only two schools that London teachers say are completely clear of asbestos. And those, they say, are clear only because of the vigilance of teachers.

Laburnum was found to have blue asbestos in the boiler house in March. The boiler room was sealed off, but according to Suzie Burrows, a teacher there, with silver foil strips that any child could have pulled off.

Teachers were then told that asbestos would be removed in the holidays and that the building was safe. Ms Burrows said the same thing had happened at her previous school.

The teachers, however, could see asbestos in sheeting on a door which had been damaged by kicking. They

voted unanimously not to work until all asbestos had been cleared, and asked that they and the children be taken to another school. The divisional officer stated that he considered them in breach of contract and on strike.

Finally, an independent inspector was sent in and discovered asbestos in one of the heating ducts. He then found that asbestos insulation around the heating pipes was crumbling, rats were nibbling at it, and the fibres were coming up through the hot air ducts in the floor.

The school was immediately cleared and removal work carried out with National Union of Teachers health and safety representatives checking every stage. It took around eight weeks to be completed.

and Jeremy Gavron looks at the position in the United States

£500m set aside for clean-up

Ten years after the dangers of asbestos were first made public, Federal and local governments are finding the money to clean up America's schools.

Congress has earmarked \$600 million (500m) over five years for asbestos removal in schools and on September 20 a Federal district judge approved a class action against 35 asbestos manufacturers on behalf of the nation's schools.

The Department of Education estimates that at least \$1.4 billion will be needed to remove asbestos from buildings in some 14,000 school districts. The Government expects local funds will match the \$600m. An initial \$50m will be distributed by the Environmental Protection Agency to particularly needy schools.

The legal situation is complex but looks favourable for schools. According to Mr August Steinhilber, a legal

council with the National School Board's Association, it has now been shown that asbestos manufacturers were aware of the dangers as far back as the 1930s, and thousands of individual suits by industrial workers against asbestos companies have been successful.

An estimated 200,000 Americans are expected to die prematurely over the next two decades from asbestosis, asbestos-caused lung cancer and associated diseases resulting from exposure to asbestos fibres.

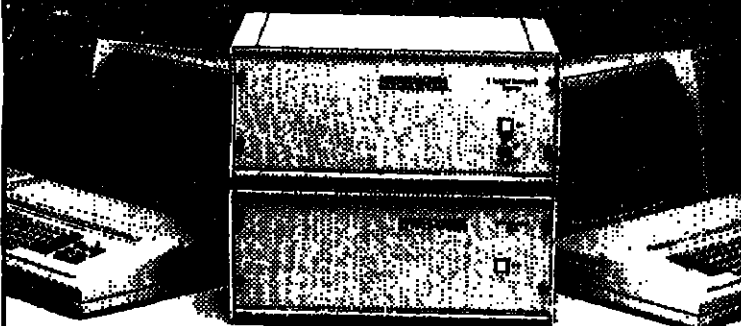
The class action against the asbestos manufacturers is the first nationwide action of its kind. It will enable all school litigation to be concentrated in a single forum, thereby reducing legal expenses. Lawyers representing the schools are seeking between \$275m and \$450m in punitive damages and for medical monitoring of people who

have been exposed. School districts will be permitted, however, to continue filing separate suits. So far, some 50 school districts have already done so and one company, US Gypsum, agreed in April to pay \$675,000 to schools in South Carolina.

A further legal issue concerns suits against the districts themselves. In New Jersey a teachers' union has filed action against districts and the state to set up a fund in preparation for future asbestos-related health problems.

And at least one suit by a school maintenance employee who contracted asbestosis has been brought against a school. As there is generally a 20-year time lag between exposure to asbestos and ill health, Mr Steinhilber expects hundreds of individual claims for personal injury to be made against schools over the next two decades.

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Adriana Caudrey on a TES survey into the state of school music. Additional research by Lois Rodger

Casualties mount as music fights for survival

All local authorities are putting up a valiant struggle to maintain adequate - and in some cases inspiring - music provision in schools, according to the results of a TES survey throughout the country.

Ninety-five education chiefs and music advisers answered an 11-part questionnaire.

Among the more worrying responses was the fact that more than half the l.e.a.s - 50 out of 91 - had been forced to shed teaching posts. In Somerset the entire peripatetic force has been wiped out.

More encouragingly, 58 l.e.a.s record that "musical activity" is on the increase in their schools. Yet even from areas where the subject is flourishing have come grim forecasts of financial constraints.

Many music advisers reported that financial cuts combined with a drop in pupil numbers had already compelled them to curb at least one aspect of music provision. And almost invariably, teachers were the first casualties.

Since 1981, the survey indicates, 134 music teaching posts have been lost in

the country as a whole, partly as a result of school amalgamations and a decline in pupil numbers.

Twenty-six authorities have shed peripatetic staff - the equivalent of 105 full-time posts, most of them have also gone.

It has been pointed out that the absence of peripatetic staff, especially from primary schools, is felt acutely, and frequently leaves no one qualified to teach music. Despite these setbacks, 73 of the l.e.a.s surveyed were still able to provide music as a class subject in primary schools.

And 26 l.e.a.s - almost one in three in the sample - disclose that they have had to cut back on the number of instruments they supply to children. However, 58 authorities say more children are now learning an instrument in school, against 21 who report a drop in these numbers.

The heartening conclusion is that music is surviving. In a few l.e.a.s it is threatened with extinction, and in rather more it is thriving. But all success stories are qualified with financial fears, present and future.

For many authorities it is a case of maintaining the status quo. Remarks such as "no growth", "we tend to compromise", and "stable so far" are typical.

Given a warning that cuts in the new and most serious consequences of these cuts will be to make music an increasingly "elitist" activity, available only to those children whose parents can pay for private tuition.

They also say that the decimation of some school music services is hidden by the prevailing bravado that "the show must go on". County orchestras and school choirs provide a glamorous "shop window", which may conceal classroom deprivation.

Professor Roger Blin-Stoyle, chairman of the School Curriculum Development Committee, recently defended the role of music, in response to the new 15 to 16 curriculum plans. "The loss of a full-time musician on the staff affects not only music in the timetable but music as an out of school activity, crucial to the quality of the school's provision", he said.

Many music advisers are particularly concerned at the loss of such specialists from primary schools. Increasingly, it is these teachers, regarded by some as a luxury, who are the first to be shed. It has been predicted that this will have a serious knock-on effect which will be felt in secondary schools in the next four or five years.

Another grievance, which has been aired by music advisers up and down the country, is that demand has actually increased, while services have dwindled. This is partly the legacy of a happier economic climate, when music provision and expectations expanded, and innovations were made. In one authority 38 schools are on a waiting list for instrumental tuition.

Also, music advisers have become more aware of the importance of "creative" music lessons, in which pupils take an active part, composing, performing and listening, rather than passively absorbing information about great composers, and instruments. However, as one adviser put it: "It is difficult to be creative with one clock-analogue when you should have 15".

Frequently the results of the survey belie the seriousness of the situation. For example, many authorities do not register the loss of a peripatetic teacher, because they have avoided that by instead reducing the number of hours that person works, or the number of visits he or she makes to a school.

One London borough tackled the problem by reducing a teacher's visits from 14 a term to 10. The impact was still serious because the visits were cut from the end of the term, and meant that pupils had a much longer interval between the last lesson of one term and the first lesson of the next.

British triumph in Brussels

Three young British musicians have won all the prizes in a new European competition held in Brussels last Saturday.

Fourteen of Europe's best young musicians, from Austria, Belgium, France, Britain, Spain, Switzerland and West Germany were competing for the title of top cellist, flautist and accompanist in the first Music for Youth European Competition.

Cash prizes of 100,000 Belgian francs (£1,400) were won by Robert Max, cellist, aged 16, and Jane Spiers, flautist (right), aged 19. A special accompanist's award of 10,000 Belgian francs was won by Rebecca Holt who accompanied Jane Spiers during her competition performance.

Both Robert and Jane have since been invited to play in concerts in Germany, Belgium and Yugoslavia. The director of Music for Youth, Mr Larry Westland, said: "The important thing about this competition is that like instruments are compared. We are not in favour of competitions where clarinets are compared with violins and cellos with tubas."



Some of the findings can be interpreted in several ways. For instance, more than a third of l.e.a.s report an increase in the number of pupils studying for public exams. Although this may be an encouraging feature, it has also been suggested that some music teachers are now "evangelizing" in order to step up class sizes and thus safeguard their jobs and this could partly account for the increase.

Some music advisers and teachers believe that including music in a common curriculum would be a way of both educating everyone in music up to 16 years, and of protecting teachers' jobs by ensuring large classes.

Others say that the best way to encourage youngsters to opt for music at CSE and O level is to update the subject and introduce synthesizers and electronic keyboards. Elsewhere, high technology in schools is a sore point. One music adviser complained: "People will think nothing of spending £2,000 on new computers, but they will not buy 30 violins".

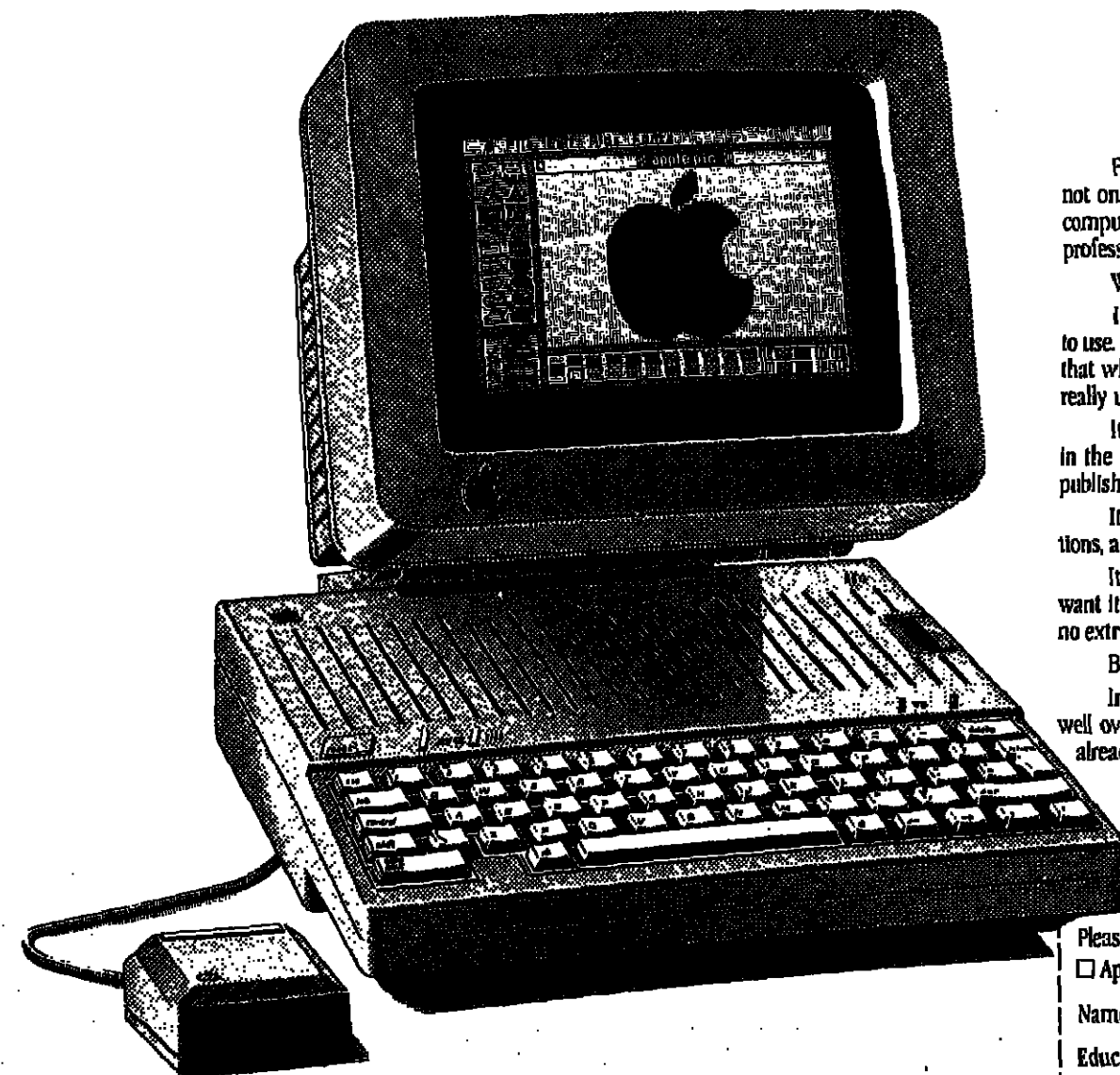
The music adviser of one London borough said: "Music is taking a back seat... the chances that if a school gets a vacant post it will be filled by a music teacher are receding. Music is now in danger of being reduced to a peripheral, club activity."

A Herts County adviser described how music had suffered a 6 per cent cut, along with other education services, two and a half years ago. The cut was equivalent to 200 children out of 5,000 being deprived of musical instruments, he said.

Mr Michael Rose, music adviser for Bedfordshire, said: "Music teachers in many upper schools are now under pressure to come up with a viable group. If they do not have sufficient work after the third year when children make option choices, some schools will argue there is no reason to have a music teacher."



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TUC report highlights problems and abuses arising from local privatization

Cleaning company 'used children'

by Richard Garner

A company hired to clean a borough's schools used child labour, according to a report published yesterday by the TUC.

The report, *Contractors' Failures: The Privatization Experience*, discloses several cases where local education authorities have been forced to reconsider "privatization" experiments because of low standards of cleanliness in schools.

It cites one instance - from Merton, in south London - where the private contractor employed a number of 15-year-olds and one boy aged 13 to clean schools. The TUC says the wages on offer - £1.65p an hour instead of the £2.12p agreed local authority rate meant the contractor could attract only "young, inexperienced and temporary" workers.

That contract was eventually terminated by the Conservative-controlled council, and given at 48 hours' notice to another company. However, the TUC says, there are still complaints that the service is poorer than it was when in the hands of the local authority's workforce.

Other examples highlighted by the report include Birmingham - where a pilot scheme involving the cleaning of 30 schools by a private contractor attracted complaints about standards from 49 of them.

In Cambridgeshire, six classrooms in one Peterborough primary school had to be closed because they were too dirty.

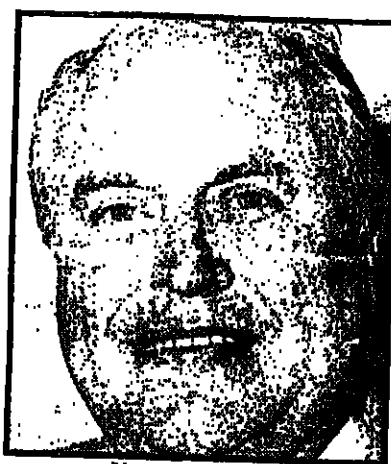
Cases of authorities reverting to local authority employees after flirting with privatization are also highlighted.

In Essex, a pilot school meals project at Chelmsford County High School has ended with direct labour returning to the school after it was found the pilot scheme cost the authority an extra £2,000 a year.

In addition, Richmond council has terminated a cleaning contract at Orleans Park school, says the report, as has Waltham Forest at one school.

"In too many cases performance standards have been missed, penalty clauses have had to be invoked, contracts have had to be renegotiated or terminated and mounting complaints from the public have had to be handled," the report says.

Mr Norman Willis, TUC general secretary, said he had sent a copy of the report to every education authority in the country.



Norman Willis

Perils of the talent trap

Gifted children could become the Great Train Robbers of tomorrow if their talents go without recognition at school, a conference was told at the weekend.

Mrs Eleanor Williams, an advisory teacher with Essex County Council with responsibility for exceptionally able children, gave a warning: "If we ignore them their talents are going to be misdirected."

"They will plan new ways of escaping homework, they could be planning the

next Great Train Robbery in the future. In one independent school in Essex, there was an outbreak of stealing. I complimented them on their initiative but it has gone the wrong way."

Mrs Williams, who was speaking at a conference organized by the Assistant Masters and Mistresses Association at their London headquarters at the weekend, said that intuition and subjective assessment by teachers was the best way to recognize exceptionally able children.

Government not trying to weaken HMI—minister

by Biddy Passmore

The Government had no intention of weakening the arrangements for securing the professional independence of Her Majesty's Inspectorate, Mr Bob Dunn, junior education minister, told MPs last week.

Mr Dunn gave his assurance after Mr Giles Radice, Labour's education spokesman, had attacked the inquiry into HMI reports being conducted by Tory education chairman, which was disclosed in *The Times*. Shooting the messenger would do no good, he said.

But Mr Dunn protested that, far from trying to shoot the messenger, the Government had armed him. The Conservative Government, not Labour, had decided to publish HMI reports, he said.

Mr Dunn was winding up a Commons debate on an Opposition motion deploring the Government's squeeze on spending on schools and further education, and calling for investment in education to be improved and increased. It was defeated by 274 votes to 174.

The 6½-hour debate was thinly attended by Labour members, of whom only about half a dozen were present much of the time, and relatively well attended by Conservative backbenchers - a stark change from the norm a few years ago.

Opening the debate, Mr Radice had made a strong personal attack on Sir Keith Joseph, the Education Secretary. His record as a minister had been severely re-assessed, he said, recalling the "incredible hat-trick" of high-rise flats, the "disastrous" reorganization of the National Health Service and the expensive importation of Mr Ian MacGregor.

The Education Secretary's strategy, set out at Sheffield, was now running

into the sands, Mr Radice continued, because he had failed to win extra money for it and was treating his partners in the education service in a dictatorial and high-handed manner.

Sir Keith's handling of the teachers had been especially crass, Mr Radice said. "He intervened disastrously in this year's pay negotiation and has now tried to short-circuit the Burnham negotiations on conditions of service by threatening to legislate unless teachers accept his version of assessment."

Mr Radice's attacks on the Government's cuts were met by Sir Keith with a challenge to commit a future Labour government to spending more on education than it inherited.

Yes, Mr Radice said, he was authorized to say that it would. But Sir Keith remarked that he had added to the credibility gap which would prevent a Labour government ever being elected.

The Education Secretary was unrepentant about the Government's spending record, and said that most i.e.s.s would be "usefully" better off in 1985-86 than in 1984-85.

He also said that salary reform proposals would need to pass three stringent tests if they were to come to fruition: they must be negotiable between the parties, hold the realistic promise of delivering improvements in the classroom, and be affordable.

Mr David Madel, Tory MP for Bedfordshire South-West and chairman of the Commons Select Committee on Education, suggested that outside industrial advice be sought if the talks on assessment ran into difficulties.

Gay staff face selective jobs ban

by Howard Sharron

A ban on homosexual nursery teachers, school support staff and other "sensitive" posts in local government is proposed by the Labour-controlled Sandwell borough council.

The National Union of Teachers has expressed concern that the policy, if passed at next month's full council meeting, could lead to an official policy of discrimination against homosexuals in the classroom.

The move to bar homosexuals from certain jobs has come about as a result of the very traditional Labour Party in Sandwell attempting to construct an equal opportunities policy for the first time. But the personnel committee which formulated the policy felt that

certain groups of service consumers had to be "protected" from gays of either sex.

A senior official in the Town Clerk's department said "It was decided by the controlling group on the council to bring the authority into line with recent legislation concerning equal opportunities."

But councillors felt that extending the policy to all posts might be going a little too far. Certain posts were felt to be inappropriate for homosexuals: teachers, nursery staff, residential social workers are the obvious ones that spring to mind.

As it stands the policy will affect mainly posts filled by members of the

Big snags for INSET advisers

by Bert Lodge

Far-reaching recommendations to form in-service training for teachers carry enormous practical difficulties, the National Association of In-service and Educational Advisers says in a statement this week.

Commenting on the proposals introduced in August by the Advisory Committee on the Supply and Education of Teachers, and described by chairman, Sir Clifford Butler, as "most important recommendations ever made", the advisers say:

"There is also an assumption that every teacher is willing and waiting for in-service training, and that certainly not the case."

The NAIEA, representing a majority of local authority in-service advisers in England, Wales and Northern Ireland, is sceptical of a plan for all members of staff to take every year what their needs are refresher courses. "They will be assuming their needs will be met," it says.

They say there is already not enough time for teachers to discuss curriculum, assessment and such things as evaluation with their colleagues, besides the performance of problems with advisers or that of students with their college tutors.

"Many rarely have interviews with the headteacher in the course of the year. This plan is ideal in theory but extremely difficult to implement."

The statement also says that in-service training must be local.

£4,000 for pupil attack

A teacher has been awarded more than £4,000 in damages and compensation after an attack by a pupil left him unable to concentrate on marking examination papers.

Mr Bill Bradley, former head of mathematics at Moorside Comprehensive school in Salford, received the award from the Criminal Injuries Compensation Board for injuries sustained after a 15-year-old boy had him on January 22, 1980. The pupil was later bound over to keep the peace by Eccles Juvenile Court.

Mr Ray Holden, North-west regional official of the National Association of Schoolmasters/Union of Women Teachers, who took up Mr Bradley's case, said the injury had left him with loss of concentration, headaches and loss of confidence.

It had forced him to resign from his position as Chief Moderator for the North-west Regional Examination Board and - two years after the incident - prompted him to retire from teaching at the age of 53.

Eccles Juvenile Court awarded Mr Bradley £300 compensation - and an initial Criminal Injuries Compensation Board hearing gave him an additional £207.

However, he appealed with the aid of a letter from the North-west Regional Examinations Board stating how much his work would be missed and an award of just over £4,000 was substituted for the earlier figures.

Two aspects of science teaching: a Government plea on conditions necessary for its new policy to work

Making the experiment succeed

by Sarah Bayliss

The success of a Government policy for primary science and technology, which is to be published soon, will depend on two key factors, according to a senior DES official.

These were that every school should have access to a teacher with specialist knowledge and each should have access to support from advisory staff.

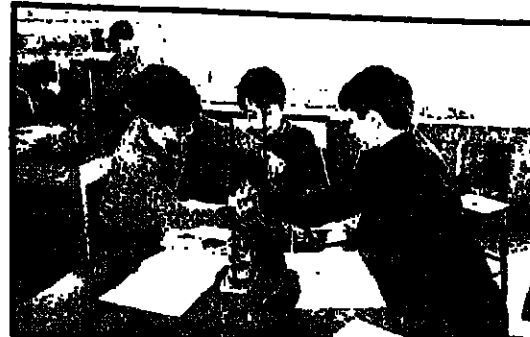
In an address to a national conference on science and technology in the primary school, Mr Nicholas Sanders, assistant secretary in the curriculum division at the DES, outlined what he called a "highly ambitious prospectus" for science in primary schools.

The conditions for success included:

● A commitment from every school to the principle;

● Schools having access to at least one teacher with experience of science who can act as a science consultant or expert and provide help and support for other members of staff;

● Teachers needing "continuing access to permanent points of support



outside the school such as advisers or advisory teachers, a teacher training institution, teachers' centre or SATRO - the science and technology regional organizations supported by the Standing Conference on Schools' Science and Technology which was holding the London conference.

The greatest obstacle to this policy was the fact that many teachers lacked a background and training which would give them confidence in the

subjects. Mr Sanders said: "Putting that right is a long term aim, calling for action on both initial and in-service training." Next year the Government intended to extend in-service training support to technology. Science and technology should be regarded as a continuum in the primary phase, he added.

More than 92 authorities had applied for monies from the £10m educational support grants fund and more

than half the bids were likely to be accepted next month.

Earlier, in an opening address Professor Paul Black, professor of science education at Chelsea College said that children's understanding of science and technology could be increased considerably if teachers set aside time for addressing the whole class, answering questions and drawing together the threads of group work.

He was keen to apply to his subject the general findings of the ORACLE research project at Leicester University which investigated the effectiveness of teaching styles.

Professor Black later told *The TES* he was applying the ORACLE findings to an in-service training course for 20 primary teachers with science experience. They were exploring ways of bringing a class together after groups of children had performed experiments, or made observations.

For many primary teachers the prospect of teaching science and technology was daunting and they needed

encouragement, sympathy and help, said Mrs Mary Horn, advisory teacher for Avon.

Change had to come slowly or teachers would be alienated. One of the first steps was to build on good work already being done, but which teachers didn't necessarily recognize as science.

Mrs Pat Williams, a primary adviser from Berkshire, described how as a head she had become deeply involved in a project on concrete and building after her school was closed overnight when roof beams were declared unsafe. "We questioned what was happening and we suggested that the children should investigate the problem with us."

She got advice and some training from a trade association and then the staff began to make small concrete beams varying their content and testing their strength.

Because of the motivation of the children we had a concrete mixer on site within a few weeks."

The Mail on Sunday, July 15, 1984

The gas people—investing in tomorrow's world today

Gas is today's most popular fuel in British homes - and a powerful and growing force in industry too. But the system of underground pipelines, homes, factories and offices all over Britain is largely taken for granted.

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Pinpointing pipes and other services underground has always been difficult - causing inconvenience to the public. The gas people have developed a new instrument for this purpose. Called Gasmap, it makes use of advanced radio-electronics to provide much higher accuracy and greater "user-friendliness" than anything known before. (It still is digging holes - but there will be fewer of them, and they will be fewer over the world.)

Because many overseas utilities have expressed interest in the device, which will, of course, detect other sorts of pipes - and cables too. There is also export potential in other specialist equipment invented by the gas people.

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NEWS



Something old, something new... the prize possession of the newly-opened print-making studio is a nineteenth-century press.

Breeding a new generation of private investigators...

by Susannah Kirkman

Too much is wrong with our schools for teacher-trainees to accept the role of apprentices; so runs the philosophy of Britain's youngest School of Education, which has just moved into purpose-built accommodation at the University of East Anglia.

The school sees its students as investigators rather than as passive practitioners. Tomorrow's teachers should be capable of evaluating their own teaching, as well as the practice of the schools they work in, according to its head, Professor Hugh Sockett.

By the fourth year of the BA course, many students are evaluating methods and curricula at the schools in which they are teaching. For this they need sound academic credentials, coupled with a training firmly based in schools. Most full-time education students at UEA are working for a BA honours degree; alongside education courses, they take subject studies like history or English in the appropriate university departments.

There's no feeling that education students are inferior, explained Professor Sockett. "They have to keep pace with undergraduates who are taking the same subject courses full-time."

But they also spend a lot of time in schools learning how to teach—at least 36 weeks for BA students, 15 for PGCE candidates. Performance on teaching practice counts towards the final BA degree as well.

Developing classroom management skills is a priority. A typical exercise is to practice giving a class of 13-year-olds a list of reminders about a school

trip—all in the last minute before the bell. Students have to combine exhortations and warnings "without dampening the pupil's fragile enthusiasm."

UEA education courses also aim to develop a critical spirit in students, who help to design their own syllabus. The first-year education course was changed to include practical teaching skills for maths and art after students had complained that there was too much theory.

Contact with practising teachers is important, too. Four serving teachers have been released to teach at the School of Education and to act as links between teaching practice schools and UEA tutors. Staff at the schools also help to work out a programme for students and to assess their teaching abilities.



Purpose-built accommodation for the new School of Education

UEA tries to weed out incompetent teachers during the first year of the BA degree. Out of 42 preliminary students last year, eight have left or transferred to other departments. Students who fail the Practical Professional Preparation course have to arrange extra teaching experience for themselves if they wish to re-sit.

Most local headteachers value the UEA education students as a needed "new blood" in their schools. "Lack of resources and promotion chances for teachers means teaching can get stale," said Dr Charles De-forges, head of the Middle Year Department at the School of Education. "Headteachers are begging for our fourth-year students; they need the new ideas the students bring."

Fourth years who have successfully completed their practical experience are free to devise their own work pattern with schools. Some have mentored maths projects in primary schools; others have surveyed sex stereotyping in schools.

Research methodology is taught by UEA's Centre for Advanced Research in Education, which was founded by the late Professor Lawrence Stenhouse and is an integral part of the new School of Education. Mr Barry MacDonald, its director, views serving teachers as the spearhead of innovation in schools, now that funding for curriculum research are drying up.

Clare Goodman, a third-year student, summed up the ethos of the school: "We're bringing more ideas into the profession. There's no way we'll be clone teachers," she said.

Powell raises lecturer's grievance in Commons

by Geraldine Hackett

Ulster Unionist MP Enoch Powell has taken up the case of a retired college lecturer who feels he has been treated unfairly.

Mr Walter McClure has been waging an eight-year campaign for recognition that in his former post as head of the education department at Stramillia College in Belfast he was not paid at the appropriate rate. The case for a discretionary payment for Mr McClure was raised in the House of Commons by Mr Powell earlier this month.

Mr McClure, who is 73, taught at Stramillia College for 30 years, retiring in 1976. He maintains that as his department was rated as having 1,600 points more than minimum for the top grade for such college departments (a has 900 points) he was entitled to an special discretionary payment.

"It is not just that my salary should have been greater from 1972, but it means my pension and lump sum payment should be larger," said McClure. "The Houghton report provided for discretionary payments in cases such as mine."

The Northern Ireland Education Department has twice turned down McClure's appeal for re-grading on the grounds that the volume of work did not justify such an enhancement.

In reply to Mr Powell, Northern Ireland Under-Secretary Mr Nicholas Scott said that "every avenue possible had been pursued", but McClure's case could not be accepted.

"The committee (Burnham) made it clear that it should not even be asked to offer an opinion on individual cases of this sort because grade six was the top and only if, for example, a head of a department with an excessive point score was involved in some form of research elsewhere in the institution, or had taken on other responsibilities within the institution would discretionary payments be considered," he said.

Mr Powell asked for the case to be considered again. Any decision would not set a precedent and Mr McClure would be the only individual to benefit.

The Northern Ireland Office said this week it had nothing to add to Mr Scott's statement in the Commons.

Continuing fall in overseas student figures

The number of overseas students at British universities, polytechnics and colleges has dropped again, according to figures published by the British Council.

In the 1982-83 academic year, there were 83,891 full-time students from overseas, a fall of about 10,000 since the previous year and 40,000 fewer than there were before "full-cost" fees were introduced in 1979-80.

Falling numbers from Asia and Africa are being partly offset by an increasing proportion of students from EEC countries, the Council's survey shows. (Students from EEC countries pay the lower home fees rate at British universities.)

The Council says the downward trend in overseas student numbers is worrying to those who fear the consequences for Britain's international standing. It points out that students are turning increasingly towards the USA and West Germany.

Statistics of overseas students in the United Kingdom 1982-83 is available from the Design, Production and Publishing Department, The British Council, 65 Davies Street, London W1T 2AA.

NEWS

Former CEO gives warning on political interference

'Curriculum under threat'

by Bert Lodge

Britain is in great danger of political interference by the Government in what is taught in schools, a former chief education officer who was once a member of the Inspectorate told a conference of nearly 400 preparatory school governors and heads last week.

Mr Conrad Rainbow, CEO for Lancashire from 1974-79 and an HMI from 1960-69, said: "What we are now finding is the Secretary of State not merely making statements about curriculum but positively influencing the curriculum in a variety of ways."

The conference, held in Harrow School, was organized by the Independent Association of Preparatory Schools.

Mr Rainbow was sharply critical of both the Department of Education and Science and the recent Green Paper, *Parental Influence at School*. "Who thought it up? I don't think it was produced by anybody in the DES who knows how a school functions. Of course you don't want a majority of parents. A board of governors is a collection of expertise, so no one group should control it."

The DES was a unique institution, he said. "It has no educators in it. So what happens? The Schools Council issues a curriculum document, HM Inspectorate issues a curriculum document, then a civil servant is told to

produce one and the department issues a document which is the laughing stock of the country."

Mr Rainbow warned the conference that it was the duty of governors to decide on the nature of the school, but that then the head should be allowed to get on with steering the ship.

The governors, representing more than 160 schools, were challenged on whether they were the right people to sit on governing bodies.

Mr John Clark, chairman of the IAPS and head of Malsis School, Keighley, asked: "Is it really a good idea to have a mass of parent governors? Does a board of governors composed totally of old boys—some of whom have never experienced any other school and therefore have nothing with which to compare their own dearly loved establishment—easily accept that change, and significant change at that, may be necessary for survival?"

Even a board dominated by businessmen might be inadvisable, Mr Clark suggested. Only the head would know what the market could take. "And if cathedral schools are totally controlled by the dean and chapter, is this wise?"

Mr Clark gave a warning that some schools must be prepared to make radical changes. "It is no use supposing

that what was right for your school in 1930, 1945, 1960 or 1975 is necessarily right for 1984. I ask you to think of amalgamation, of spotting the danger signals before it is too late, of examining why your school is in decline."

Not all present had the good fortune to run a boarding school which was full. It might be impossible to retain the boarding status in its entirety.

"We governors, then, will look at the possibility of introducing a pre-prep, of making it co-educational or day, or a combination of all three."

Despite the need for changes in some places, preparatory schools in 1984 were thicker on the ground than ever before.

"As far as overall numbers on roll are concerned, we have broken through the 100,000 barrier for the first time. Yet we must increase our market share from the 6 per cent currently held. It must increase to 6.9 per cent in 1986 and 7 per cent in 1991."

The salary of the head had to be right. "We have lost too many heads of high calibre in this year alone. Some can earn big money in other businesses and professions. Job satisfaction is all very well, but... To attract the right teachers actual cash salaries as good as but preferably better than Burnham may make all the difference," Mr Clark said.

AS welcomed by public schools

by Susannah Kirkman

The Headmasters' Conference, representing the country's 220 public schools, has warmly welcomed the proposed Advanced Supplementary (AS) courses, saying that AS syllabuses should be completely separate from A levels. The union insists that the new exam should be "designed from the bottom up", following the Cockcroft philosophy of independent syllabus construction. "AS courses need an independent approach so that they can link subjects with other disciplines, AMMA believes."

The Professional Association of Teachers, which has also recently responded to the new exam proposals, also asserts that AS courses should be self-contained.

AMMA disagrees with HMC over the range of subject which should be covered by AS levels ton. AMMA would like to encourage students to take up contrasting courses by offering such subjects as history of art, psychology, design and computer sciences. Yet the HMC wants AS to concentrate on a limited range of key subjects such as English, maths, modern languages and science.

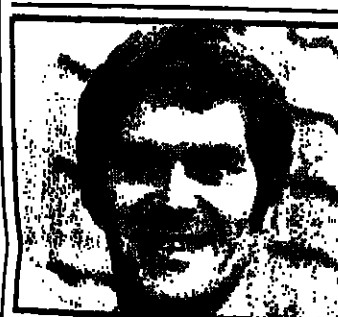
PAT suggests that first degree courses will have to be extended to four years because students with AS and A levels will be entering higher education with less specific qualifications.

But the Assistant Masters' and Mistresses' Association, some of whose members teach in independent and HMC schools, says that AS syllabuses should be completely separate from A levels. The union insists that the new exam should be "designed from the bottom up", following the Cockcroft philosophy of independent syllabus construction. "AS courses need an independent approach so that they can link subjects with other disciplines, AMMA believes."

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John Ashworth... cash for research

Universities rewarded

by Biddy Passmore

The two universities which suffered most in the 1981 cuts have each been given an extra £250,000 in their grant for next year in recognition of the way they coped with the enforced contraction.

Salford, which lost 44 per cent of its Government grant and nearly a third of its students, and Aston, which received a 30 per cent cut in income and was told to cut student numbers by about 1,000, are the only two universities to be singled out for this treatment.

They were given the good news in letters from the University Grants Committee, setting out their provisional grant allocation for 1985-86.

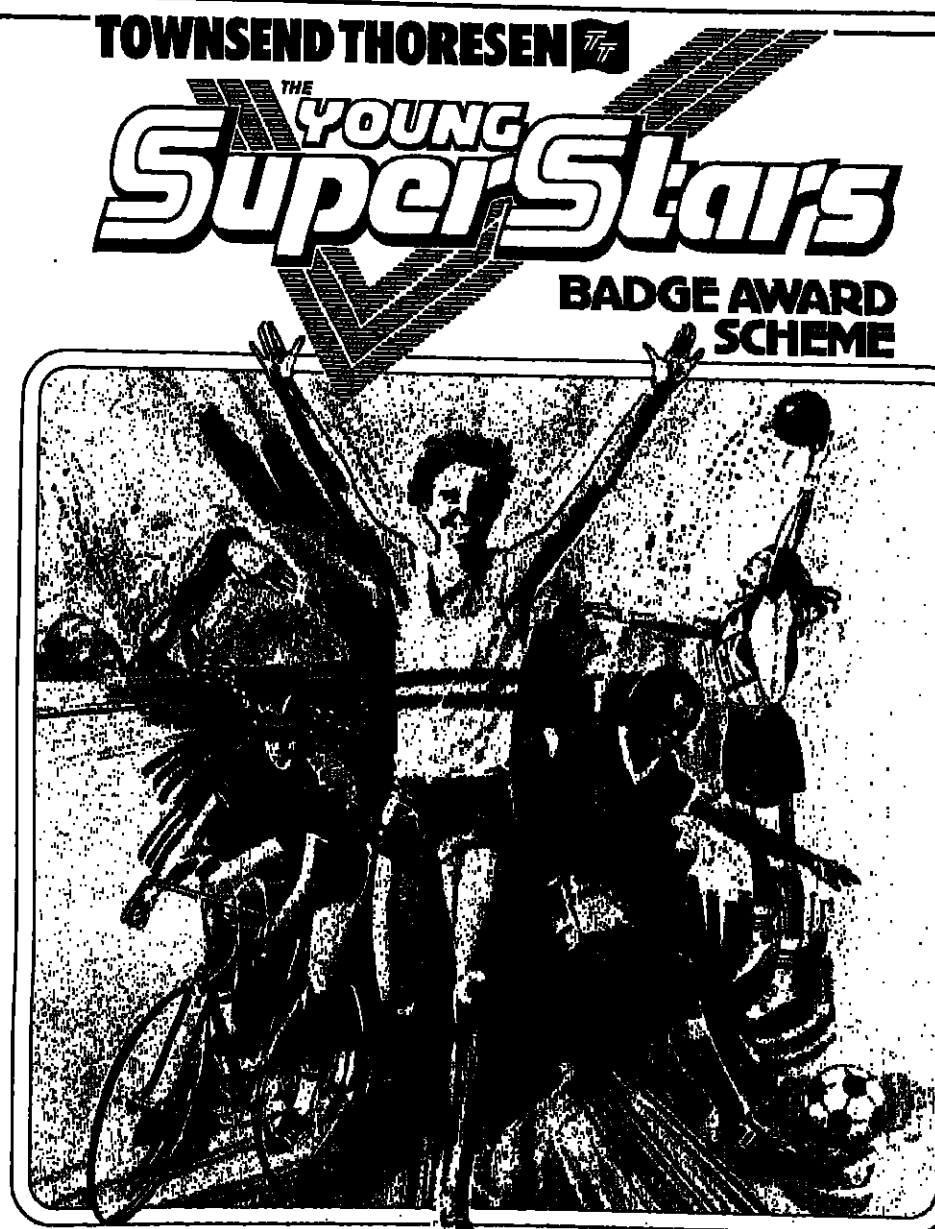
Professor John Ashworth, vice-chancellor of Salford, said he would spend the extra money on "people" to strengthen the university's research base. Salford has shed 150 academic and related staff since 1981.

Inward arts

Arts teachers should get together, do some hard thinking, and set out an agenda for arts education for the next five years, Dr David Hargreaves, chief inspector for the Inner London Education Authority, said last Sunday at the first national congress of the National Association for Education in the Arts.

He criticized arts teachers for often being "inward-looking with a touch of preciousness". Sometimes they were unable to communicate even with each other, across the different fields over the central concerns and key issues of their work.

He said it was vital for teachers to talk in plain language to parents and employers, who were becoming increasingly open to the contribution the arts make to education. "If you cannot say it simply you haven't decided what you want to say," he said.



It's a winner!

This exciting new multi-sports Award Scheme for young people, launched just six months ago, has attracted more than two million participants in schools and colleges throughout the country.

It aims to encourage all-round enjoyment of a range of different sports and activities and offering a challenge to boys and girls of all abilities from 8-18 years. The Young Superstars Badge Award Scheme is supported by many of Britain's top sports personalities. They recognise the tremendous benefits of the Scheme. Participation in a stimulating variety of

physical activities and achievement of a hard won personal best. They also see the Young Superstars as a springboard for the national stars of the future.

If you haven't already joined the Scheme, now's the time.

Operate the Scheme in your school or college for the 1984/85 academic year. If you weren't in at the start and would like more details, please contact Townsend Thoresen (Badge Award Scheme), Enterprise House, Avebury Avenue, Tonbridge, Kent TN10 1TH.

Giving the customers a say in how the store is run

In all the discussions about the secondary curriculum the interest group least likely to be consulted are the pupils.

This year Northamptonshire filled that gap with a series of one-day conferences for secondary pupils, designed to canvass their views before the county drew up its response to the DES curriculum policy statement, *A Framework for the School Curriculum*.

Schools were asked to nominate three pupils - one third-year, one fifth-year and a sixth-former - to take part in one of the conferences. They were chosen to represent a balance of abilities and experience.

Some of the things they said were contradictory: for example, different groups had different views on streaming and mixed ability teaching. But on many key curriculum questions there was surprising agreement.

The pupils thought they should be much more closely consulted about curriculum and management in schools. "At present the parents are the clients, the students are the product. The students should be the clients and the curriculum on offer the product," said one group.

Virtually all groups felt that the curriculum was far too academic. Sixth-formers said that better ways of teaching controversial issues and more talk and discussion were needed. Teaching should be neutral to allow chances for different viewpoints to be expressed, they said.

Pupils needed to know how to influence political decisions. They needed "survival skills": knowledge about buying and furnishing a house, taxation, unemployment and benefits. There should also be more time for arts and leisure activities.

The fifth-formers were understandably very concerned about exam work.

Northamptonshire has broken with tradition and brought secondary school pupils into its consultations over the curriculum. Report by Virginia Makins.

"Learning and rehearsing detailed facts for examinations is not useful", said one group.

They too wanted more time for art, drama and music. One suggestion was that the maximum number of O levels or CSEs any student took should be limited to seven, to allow time for life skills, leisure activities and social studies.

General studies were popular, and students suggested that they should run all the way through secondary schooling. Religious education was not popular, especially among third-years; pupils suggested it should be optional.

Systems of option choices worried all the groups. Some wanted more options, others fewer. There was concern about sex bias in option choices. Several students pointed out that students with more academic options were often excluded from skills courses such as typing and cooking.

The students also complained that they were asked to embark on option choices without knowing in for, and without enough information about career implications. One suggestion was that before making option choices, there should be teacher courses to tell students what a subject involved in practice.

One group complained that exam pressures made it difficult for some

students to join work experience courses - and that some teachers were negative about the courses because they interrupted exam work.

There was considerable dissatisfaction with assessment methods - particularly for GCE exams. Students wanted continuous assessment, to reduce pressure, and to avoid repetition in the fifth-year when preparing for a final exam.

"There is a need for more relevant examinations at O level", said one group. CSE examinations were considered by the group as a better preparation for life and fairer in their forms of continuous assessment.

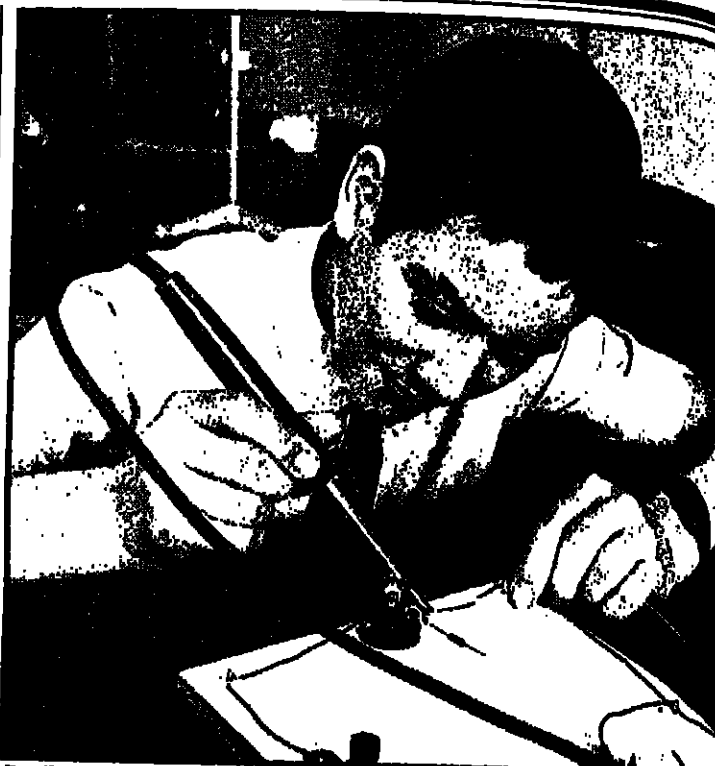
"Too much time is spent on examinations and qualifications; schools tend to be more interested in this than in pupils as individuals" said sixth-formers.

More than one group, when asked to suggest to the county education officer Mr Michael Henley (who attended all the conferences) how he should improve schools, mentioned the problem of teaching quality.

"The skill of the teacher is more important than the qualifications. Can Mr Henley introduce a periodic appraisal of teacher performance?" asked one group.

Students also called for much more participation and consultation - in decisions about curriculum and assessment, and in the general running of the school and the way money was spent. But the themes that came up by far the most frequently in the series of conferences concerned the curriculum.

The overwhelming impression given by the Northamptonshire pupils is that they see the values and activities of the traditional academic curriculum as irrelevant to their needs, and an obstacle to a more balanced and productive form of education.



Pupils performed better in practical tests where they did not have to explain how electrical processes work.

Watt is the problem

Few 15-year-olds understand basic ideas about electricity, according to a report published by the Assessment of Performance Unit at the Department of Education and Science.

Even pupils studying physics had low scores on many of the questions in the APU tests. But pupils performed better in practical, problem-solving situations where they did not have to explain how electrical processes work.

Almost two-thirds of pupils could describe the simple circuit with one or two batteries and a bulb. Less than half could draw in the connections on a sketch of very similar apparatus.

Girls have particular difficulty explaining circuits. While a "significant group" are actually able to answer the questions, most prefer to miss them out if they are given the option.

The report raises important issues such as the "right balance between 'doing' and 'explaining'" and standards which should be expected of at least able and those who drop physics at the end of the third year.

APU Science Report for Teachers: "Electricity at Age 15". Available from the Association for Science Education, College Lane, Hatfield, Hertfordshire AL10 9AA. Price £1 or 75p for five more copies.

Bob Dunn accused of 'cultural and religious imperialism'

Minister infuriates black teachers

Black teachers have accused Mr Bob Dunn of "cultural and religious imperialism" following recent remarks about the need for immigrant children to speak English and learn about British history, customs and Christianity.

The education junior minister told Conservatives in Ruislip, Middlesex, that in some parts of the country there were two classes of citizens - the advantaged and the disadvantaged.

There were those who could speak and write English and who could confidently play their part in British society as British citizens.

This contrasted with those who had great difficulty with English who felt alien to British society, and who therefore could not lead a full life.

Children from immigrant families need not and must not be treated as second class citizens "for they are British now and should be treated as such".

Mr Dunn added: "By all means let families foster and teach the language, customs and religion of their former homeland. But it is essential that schools should foster and teach the language and customs of this their adopted homeland."

"Our duty is clear. Whatever else we may also do in our schools, we must teach British history, customs and Christianity. Thus we will avoid the perpetuation of two classes of citizen."

However, Mr Raj Ray, coordinating secretary of the National Convention of Black Teachers, an umbrella group of 13 organizations, said his members took it for granted that black children should learn English.

Even so they should have the chance to keep their own language, culture and religion as well. "There should be harmonious coexistence between the different cultures."

The minister was guilty of cultural and religious imperialism, he added.

Mr Andy Dorn, an education officer at the Commission for Racial Equality, said that Mr Dunn's remarks were "a blast from the past". They ran counter to stated views of an increasing number of education authorities who were broadening their curriculums to reflect the multicultural nature of British society.

These ideas were increasingly being supported and practised by teachers. They had also been advocated by the Parliamentary committee on racial disadvantage and by the Rangan Committee's interim report, he said.

A spokesman for the National Union of Teachers thought the minister was trying to reassure some Conservative voters who were needlessly worried about what was being taught in schools. Some children were suffering with English because of educational cuts which badly affected remedial education, he added.

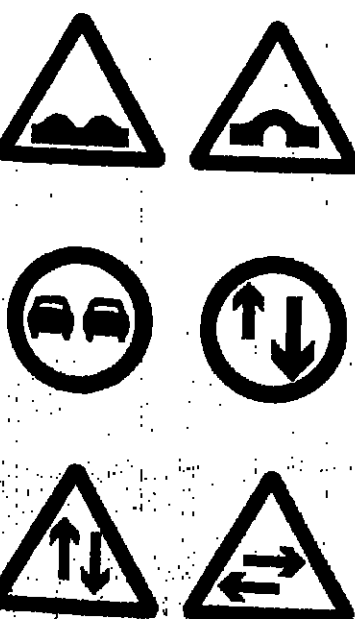
Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, thought it was a sad indication that a minister had to state the obvious. He said: "The best way to integrate people into society is to ensure they speak the most important language of the country - English."

Conquering sex prejudice

All teachers should receive regular training aimed at conquering any sex prejudices they may have which may adversely influence girls' subject choices, Mrs Pauline Perry, HM Chief Inspector for Teacher Training, said last week.

Mrs Perry warned a gathering of academics, teachers, and education administrators at Bristol University School of Education that teachers' attitudes are often responsible for steering girls away from the "upmarket" sciences, such as physics, and towards the more "downmarket" home economics.

Current attitudes among teachers were also partly to blame for the fact that female teachers tended to have inferior career prospects to male colleagues.



Lessons in sign language

A new pre-vocational course which teaches pupils how to recognize road signs and use graphs, flow charts and ordinance survey maps is to be introduced next May by the Associated Examining Board.

The graphicacy exam will test students' ability to communicate using graphic skills. The AEB says graphicacy is as important as literacy, numeracy and art, for which it has already developed tests. It also points out that as everyone should acquire graphic skills the course will be aimed at a wide ability range.

Signs and symbols covered by the syllabus include textile care labels, electric shock and fire warning signs. Students will also be required to construct pie diagrams and use building and street plans.

SCHOOL TO WORK

King refuses to give YTS guarantee to 17-year-olds

The Government is refusing to give 17-year-old school-leavers a right to a place in the Youth Training Scheme. It means that the scheme is likely to stay smaller than originally planned.

Mr Tom King, the Employment Secretary, has turned down a recommendation from the Manpower Services Commission and its Youth Training Board that the present undertaking to offer each year's minimum age leavers a YTS place by Christmas should be extended to 17-year-olds. He says it would make the scheme more expensive, although he claims that the money allocated for next year is expected to be enough to provide a place for every unemployed 17-year-old who asks for one.

Mr King wants to extend eligibility to three small groups of 18-year-olds - those who have been unable to join YTS earlier because of pregnancy; because of a custodial sentence; or because they are recent immigrants who had to stay on longer at school to learn English.

On this basis there are likely to be

only around 395,000 entrants to the scheme next year, fewer than the number targeted - though not achieved - for this or last year. To have implemented in full the MSC's proposals - set out in the Youth Training Board's YTS review - would have produced up to 430,000 entrants.

The Employment Secretary has also turned down a recommendation in the review that both grants to YTS sponsors and the allowance paid to the trainees should be index-linked.

Meanwhile, Youthaid, the youth employment pressure group, has written to the Prime Minister demanding a review of what it regards as inflated claims by ministers about the number of YTS trainees getting jobs.

Youthaid says they are distorting the results of an MSC survey which showed that only 56 per cent of the scheme's leavers got full-time jobs, with 2 per cent going into part-time work and another 2 per cent into further education or training. Thirty-four per cent were unemployed, and the remainder back in the YTS or

doing something undefined. Seven per cent said they "intended" to enter education or training.

The claims that Youthaid objects to are:

□ Slightly more than 60 per cent go into full-time jobs (Mr King, October 30 to the Commons).

□ About 70 per cent... have gone straight into work or further training (Mr Lawson, October 30, to the Commons).

□ About 60 per cent appear to go into jobs... about 13 per cent went into further education or training. That leaves 25 per cent (Mr King, November 21, to the Commons).

□ 73 per cent are going into jobs (Lord Young on the BBC's *Question Time*, October 18).

□ Over 70 per cent are going into jobs or training (Lord Young on Channel 4's *A Week in Politics*, October 19).

□ The figure of those with positive results from their YTS experience is more than 70 per cent. (Mr Peter Morrison, junior employment minister, October 18).

Young 'coop' workers get foot on jobs ladder

The first young people's cooperative in Wales will be registered this month in Cardiff. It's the brainchild of youth tutor Frank Imperato who believes that some of the young people on the largest (and perhaps most notorious) housing estate in South Wales will be able to create their own jobs and training.

Five youngsters aged 17 to 20 have joined the cooperative, which is already earning money, after attending a three-week motivation course organized by South Glamorgan County Council. The youngest, Mark Maynard, is a school-leaver but the other four - Dudley Becanno, Stephen Jarvis, Stephanie House and Lesley Henwood - have been unemployed for up to three years.

By the end of this month they will be receiving £40 a week each as an enterprise allowance, and the coop will be registered as Western Multi-services.

South Glamorgan County Council is paying Mr Imperato to act as the coop's coordinator for a year and help in being given by other organizations, including the Wales TUC. But most important of all is the local support group which includes councillors, youth organizers and Ely tradespeople.

The advice of this last group is essential because they help the youngsters to price jobs appropriately.

With the support group's help the coop has already started to break into the small jobs market, with projects such as hanging doors, building shelves, small scale decoration and tiling. "Although we provide a good, cheap service, often at half the normal price, our intention isn't to poach tradespeople's jobs. We perform tasks considered too menial to interest other companies," says Mr Imperato.

The cooperative expects before long to branch out into laying garden paths and simple plumbing. But while the girls muck in with the decorating jobs, they have no intention of working alongside the boys on heavier work outside. Traditionalists, they see their future in typing and catering and have already had a successful trial run at the latter.

The group is temporarily based in a surplus classroom at an Ely primary school. They meet each Monday evening to discuss current projects, recap on previous work and allot the week's tasks. Next spring they're due to move into a 400 sq ft purpose-built workshop, and they hope by then to branch out into sub-contract packaging and electronics components assembly.

"Any job beyond the group's capability is refused", Frank Imperato insists. "But by learning to perform small tasks the five are developing sufficient confidence to tackle more difficult jobs. This boost for their self-esteem is essential after years of unemployment and rejection."

He says that, while it is unusual for a cooperative to be formed by unskilled youngsters they do not see the project as purely a short-term answer to unemployment, but as a provider of permanent full-time work. In a year's time the coop's effectiveness will be assessed and, if it passes the test and becomes self-financing, the chances are that another one will be formed in a different part of Cardiff.

The Chancellor has announced a big expansion of the enterprise allowance scheme under which the unemployed can get Government grants to help them start their own businesses. Iola Smith tells how one group of youngsters is using the scheme to cooperate rather than compete.

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It's time to take coffee out of the staff room

Next time you are enjoying a cup of your favourite mid-morning beverage, consider the importance of coffee as a vital international commodity. It can be a stimulus for a wide range of educational experiences throughout the curriculum.

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Please send me ONE free copy of the Coffee Story

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Edited by Mark Jackson

A NEW REMUNERATION STRUCTURE FOR TEACHERS

These proposals are not an offer. Offers can only be made by the Management Panel and in the Burnham Committee itself. They are however proposals put forward by the local education authorities i.e. the employer's representatives on the structure working party.

OBJECTIVES AND SUMMARY OF PROPOSALS

It is common ground between teachers and their employers that the present pay structure for teachers is in need of radical reform. In developing proposals for a new structure the Employers have adopted the following key objectives and developed proposals to meet them.

To realise these objectives the Employers put forward the following proposals. These are summarised in this section in relation to each of the objectives and set out below in the form of a draft collective agreement.

1. Objective

To emphasise the crucial importance of the classroom teacher.

Proposal

All teachers, except Heads, will be paid on a Main Professional Grade with allowances to recognise additional managerial and professional leadership responsibilities.

2. Objective

To attract entrants with qualifications and qualities which indicate potential for a long term teaching career and ensure that they are properly rewarded.

Proposal

Virtually all new entrants now have to be graduates. They will be selected for employment having regard to their potential for a long term career and rewarded competitively in relation to their responsibilities and the alternative careers which they might have chosen.

3. Objective

To provide for new entrants' induction, counselling and experience over several years to enable the teacher and the employer to satisfy themselves that a long term teaching career is in the best interest of pupils and the teacher.

Proposal

All new entrants will be provided with induction, a lightened teaching load, professional support, counsel from a senior member of the school staff and encouragement to develop their teaching and other professional skills. Progressively through the first three years of service they will be assessed in an open professional way and at the end of that period transfer to a career grade if they have shown the potential for a long term teaching career. There will be a right of appeal in the event of an adverse recommendation.

4. Objective

To ensure a satisfying and properly rewarded career during which professional development is stimulated and encouraged and responsibility for curriculum and pastoral development is seen as the shared task of all teachers.

Proposal

The new Main Professional Grade will provide the vehicle for the career of most teachers. It will provide a level of reward appropriate to the professional responsibilities of a teacher. These responsibilities will include those of sharing specialised subject based skills with colleagues and exercising professional leadership responsibilities for the review and development of particular areas of curricular and pastoral provision. Teaching will thus become a more collegial and less hierarchical profession.

5. Objective

To identify clearly the full range of work and responsibility expected of each teacher without discouraging the voluntary additional contribution which so many teachers make to the educational experiences of their pupils.

Proposal

The contribution expected of all teachers and the contractual duties and responsibilities of each post will be identified. Each teacher will be provided with a job description which identifies clearly both the major continuing responsibilities of the post and that share of collective responsibilities which will vary from time to time after consultation with the Head. For the first time weekly and annual limits will be placed on the contractual requirements of teachers and a contractual entitlement to annual leave introduced. It is one of the distinctive characteristics of the teaching profession in England and Wales that so many teachers make an additional voluntary contribution to the quality of their pupils' educational experience. There is great confidence that this will continue.

6. Objective

To provide recognition and reward to teachers whose professional achievements are outstanding whilst ensuring that every teacher achieves a satisfactory standard of performance.

Proposal

It is vital that teachers be encouraged and given opportunities to develop their professional skills throughout their careers and that employing authorities are able to set

themselves that satisfactory standards of performance are achieved. Every teacher will be expected to participate in an open and continuous process of professional appraisal rooted in performance in the school and conducted by the senior professional and managerial colleague to whom the teacher is accountable. This process will culminate every year in a professional development discussion. The objective will be to identify opportunities for, and obstacles to, professional growth. Every third year this professional appraisal will be supplemented by a contribution from one of the authority's officers or advisers (and then the process will be called professional review). If performance appraisal or review demonstrates that the performance of the teacher is unsatisfactory it would make little sense to increase the pay of that teacher. Thus progression to the next point in the teacher's incremental scale will not be awarded to any teacher unless his or her performance is certified as satisfactory. At the same time it is widely acknowledged that some teachers achieve standards of performance which are outstanding. They deserve recognition. A scheme for "Teacher Fellowship" is proposed, tenable for three years with a bursary and a period of sabbatical leave. Teacher Fellows will be asked to contribute to the in-service training and development of their colleagues.

7. Objective

To provide head teachers with strong support in the organisation and management of schools by creating new management posts which will be rewarded appropriately to the degree of responsibility borne.

Proposal

The new Main Professional Grade will give further encouragement to the trend for teaching to be seen as a more collaborative, team-working, less individualistic profession than in the past. Nevertheless it is widely acknowledged that the professional leadership and managerial role of the head remains vital and has become more demanding. It is proposed to provide new posts to support the head's role. Posts of Principal Teachers, forming about 15% of the school's establishment, and Assistant Heads, forming about 5%, will be established. Holders of these posts will be Main Professional Grade teachers who will be paid an allowance in recognition of their additional responsibilities. Principal Teachers will be paid the same allowance irrespective of the size or age range of the school in which they serve. Their main

responsibility will be to supervise, monitor and assess more junior colleagues, thus their role can be seen as primarily managerial in character. Assistant Heads will be paid an allowance which will vary with the size of the school reflecting their principal task which will be to undertake responsibility, by delegation from the head for a part of, or an aspect of, the work of the whole school.

8. Objective

To reaffirm the professional leadership and managerial role of the head as crucial to the quality of the school and to ensure that this role is effectively undertaken and properly rewarded in schools of all kinds.

Proposal

The head is the major influence on the achievements of the school. The leadership which he or she provides is vital to the success of the school however success is judged. The new salary provisions proposed will ensure that no head, except in the smallest schools, is paid less than a Principal Teacher. A satisfactory salary ratio (reflecting relative responsibility) will be established in every school. A new age-weighted pupil count will more effectively measure the relative responsibilities of Heads of schools of different size, age range and other characteristics. This will increase the pay of all heads, but heads of schools which are not primarily sixth form institutions will be paid on a single salary point drawn from a range of 30 (instead of the existing 14 scales) to recognise that the full responsibilities are undertaken from the first day of appointment and because, in the Employers' view, responsibilities increase as schools become larger, in relatively small steps and not in large strides.

9. Objective

To equip the education authority with new ways to assess and improve the management, efficiency and quality of schools and education provision.

Proposal

Taken together these proposals have the potential not only to improve the career expectations and reward of teachers, but to equip the education authority with new ways to manage and deploy its teaching force; to identify teachers' development and training needs; to ensure that all teachers understand the contribution required of them and to ensure that satisfactory standards of performance are achieved by all.

10. Prior to the annual assessment discussion the teacher and assessor will separately use the "prompt sheet" to prepare a preliminary draft of the "assessment profile". They will come together and seek to arrive at a common view.

11. During the discussion the teacher shall be free to advance and seek to have recorded his or her evaluation of aspects of the school's organisation, resources, aims, objectives and administration which have a bearing on his or her rate of professional development. After the discussion the assessor will record his or her overall summary and show it to the teacher who will have the right to add to it any brief comment or reservation considered necessary. The "assessment profile" shall be copied to the LEA. Both School and LEA shall ensure that these records are treated with the degree of confidentiality appropriate to personnel records.

12. It is open to the LEA at any point during a teacher's Entry Grade Service to form the opinion that there is no realistic prospect that the teacher will attain the required degree of professional development or performance and to terminate (or, where it is not the employer, to require or recommend termination of) the appointment (subject to the legal provisions concerning unfair dismissal). Notwithstanding the provisions of paragraph 2, the authority may withhold the payment of the next incremental salary step where it is satisfied that payment would not be justified in relation to the performance of the teacher.

13. On receiving the third annual "assessment profile" the authority will consider whether the teacher has demonstrated the professional development, performance and potential for a teaching career and if satisfied transfer the teacher to the "Main Professional Grade".

14. Where an adverse recommendation is contained in the third "assessment profile" the teacher shall have a right of appeal to a panel composed of:

- an Inspector or adviser or LEA officer
- a head teacher
- a Main Professional Grade Teacher

appointed by the LEA whose recommendation will go to the LEA, who shall retain the right to make the final decision. This right of appeal shall also be available to any teacher where the authority propose to terminate the appointment or where it is not the employer, to recommend termination to the Governors, before the completion of Entry Grade Service.

15. Teacher associations locally shall be entitled to nominate Head Teachers and Main Professional Grade Teachers to serve on such panels. (For this purpose "Main Professional Grade Teachers" shall include teachers holding appointments as Principal Teacher or Assistant Head).

16. The "mentor" assigned to an Entry Grade Teacher shall attend and provide information to any appeal panel to which he or she is invited.

17. Where an authority concludes that an Entry Grade Teacher has not attained the required development or performance or demonstrated the required potential it shall be entitled, where it is the employer, (subject to the legal provisions concerning unfair dismissal) to terminate the teacher's employment or where it is not the employer, to decline to transfer the teacher to the Main Professional Grade and to require or recommend the termination of the teacher's employment.

18. Where during service on the Entry Grade a teacher transfers to the service of another authority he or she shall be entitled to reckon service with the first authority for the purpose of salary determination and the first employing authority shall be entitled to send to the second authority any completed "assessment profiles" in respect of the teacher. A break in service shall not invalidate the provisions of this paragraph.

19. Existing arrangements for Probation will continue though it is possible that eventually the probation and Entry Grade development arrangements may be consolidated. Termination of employment as an Entry Grade Teacher shall not deprive a teacher from obtaining further employment as a teacher as does failure satisfactorily to complete probation.

Main Professional Grade

20. Where a teacher has satisfactorily completed service on the Entry Grade and has been transferred by the LEA to the Main Professional Grade, he or she shall be placed on the first point of the scale.

21. The salary scale for the Main Professional Grade shall be:-

During 1st year of service	£
2nd	8,500
3rd	8,800
4th	9,100
5th	9,400
6th	9,700
7th	10,000
8th	10,300
9th	10,600
10th	10,900
and subsequently subject to the requirements of paragraphs 34 and 36 below.	

Duties and Responsibilities

22. Subject to the arrangements made in accordance with the provisions of paragraph 23 and within the limits prescribed in paragraphs 24 to 29 every teacher paid on the Main Professional and Entry Grades shall undertake the following duties and responsibilities. Duties underlined shall not be undertaken by teachers on the Entry Grade, but those in brackets apply to Entry Grade teachers only.

GROUP A

1. Plan, prepare, evaluate and modify as necessary personal teaching methods, work programmes and teaching materials in accordance with LEA curricular policies and school schemes and standards.

2. Teach and ensure the discipline and safety of assigned timetabled classes and groups; meet the varied and special educational needs of pupils.

3. Mark and record pupils' work in accordance with school and LEA policies and schemes.

4. Promote the general progress and welfare of a class or group of pupils as a part of the school's pastoral and counselling arrangements.

5. Assess and record pupils' personal and social needs, development, progress and attainment; provide or contribute to oral or written assessments and reports on individual pupils and groups.

6. (In collaboration with senior colleagues) Consult and inform parents, cooperate with appropriate outside agencies in accordance with school and LEA policies and schemes.

7. Contribute to and participate in formal performance appraisal and review, team planning, self evaluation, in-service training and professional development in assigned areas of the curriculum and pastoral arrangements; participate in related staff meetings and school events.

8. Advise colleagues, cooperate with them on teaching programmes, methods, equipment and materials within assigned areas of the curriculum ensuring that appropriate administrative tasks are undertaken.

9. Contribute to and participate in the school's pastoral, tutorial and guidance arrangements including liaison with other schools and colleagues and carrying out an appropriate share of the organisation and conduct of parental consultation and staff meetings.

GROUP B

10. Contribute as required to the appointment, induction, professional development, and assessment of junior colleagues, including new entrants to teaching.

11. Coordinate the work of other teachers as required, taking a leading professional role in the review, development and management of assigned curricular, pastoral or organisational activities.

12. Supervise ancillary staff as required.

13. Order and allocate appropriate equipment and materials in accordance with school policies and schemes.

GROUP C

14. Carry out an appropriate share of the administrative and organisational tasks within the school including providing support for teachers undertaking additional responsibilities and holding senior posts.

15. Ensure the safety and good order of pupils by carrying out an appropriate share of active supervision, together with assigned ancillary staff, whenever pupils are authorised to be on school premises or elsewhere when they are the responsibility of the school.

16. Undertake an appropriate share of all collective responsibilities including substituting for an absent colleague when required.

17. Carry out such other related duties and responsibilities at the school as may be reasonably allocated, as need arises, by the head.

Job Descriptions

23. Every teacher shall be issued with a job description related to the post held in the school. The job description will form part of the teachers' contract of employment. It will be in two parts.

Part 1

Shall contain specific duties and responsibilities drawn from Groups A and B in paragraph 22 above which constitute the long term continuing elements of the job. The content of Part 1 will be determined by the Head but once determined shall not be varied except by mutual consent for so long as the teacher occupies the post concerned.

Part 2

Shall contain specific duties and responsibilities drawn from Group C in paragraph 22 above. The content of Part 2 will be determined by the Head after consultation with the postholder concerned and may be varied unilaterally by the Head from time to time after consultation with the postholder.

Limits on the Performance of Duties and Responsibilities

24. Although every teacher will be contractually required to prepare lessons, mark pupils' work and prepare pupil profiles and reports, these tasks cannot be constrained within any fixed weekly or annual limit. The performance of these tasks will be subject to the processes of performance appraisal and review as described at paragraphs 30 to 37 below.

25. In respect of all other tasks set out in the teacher's job description the total time during which the head may direct the teacher to perform them shall not exceed 1300 hours per year spread over a maximum of 195 days.

26. The remainder of the year shall be annual leave but leave may not be taken outside periods of school closure.

27. Weekly class contact timetabled for the teacher shall not exceed 25 hours. Some posts may require lower levels of class contact to enable the duties and responsibilities of the post to be carried out. (There is no intention to make a national agreement which specifies an entitlement to lower timetabled class contact in particular circumstances or for particular reasons.) Reduced class contact is a matter for the Head to determine in the light of staffing resources available.

28. Each teacher in a secondary school shall be entitled to a minimum of two 35 or 40 minute periods per week during which he or she cannot be called upon to provide cover for an absent colleague. These two periods shall not be specified in the timetable but shall be the minimum number of "free periods" to which any teacher in a secondary school is entitled each week.

29. Except as provided in the remainder of this paragraph the teacher shall be free

from all responsibilities during the pupils' midday break. The exception is that each teacher (together with appropriate ancillary staff) shall actively supervise pupils who are on the premises (but not any who are in the dining hall or other place where pupils are required to take their meals) on not more than two days a week and then not for more than half of the pupils' midday break. On days when the teacher supervises pupils he or she shall be entitled to a free meal. No other teacher will be entitled to a free meal. The 1988 "Rosetti" agreement will cease to apply from (the date of implementation of this agreement). The annex to the "Rosetti" agreement will also cease to apply (but the local authority associations will be prepared to undertake consultation with associations representing head teachers with a view of offering advice to local education authorities).

*Note: Heads and Assistant Heads will be responsible for the supervisory staff in the dining hall. Heads will retain their overall responsibility for the conduct of the school meal.

Professional Development and Performance Appraisal and Review

30. Because it is essential that a teacher's professional development continues throughout his or her career each teacher will be required to participate annually in a school-based performance appraisal process. This process will culminate each year in a discussion between the teacher and the senior colleague to whom he or she is accountable. The aim will be to identify need, opportunities for, and obstacles to, improved performance and/or professional development. This process will be supervised by the LEA's Inspectorate and subject to monitoring by them through sampling.

31. The discussion should be concerned with the whole of the duties and responsibilities of the post. A nationally agreed "prompt sheet" will be made available to guide, but not constrain, the discussion. A nationally agreed "performance appraisal form" will record the outcome of the discussion in a concise form. In due course a nationally produced handbook (accessible to all) will be produced to aid appraisal and disseminate best practice. It will be updated periodically.

32. Prior to the annual appraisal discussion the teacher and the appraiser will separately use the "prompt sheet" to prepare a preliminary draft of the "performance appraisal form". They will come together and seek to arrive at a common view.

33. During the discussion the teacher shall be free to advance and seek to have recorded his or her evaluation of aspects of the school's organisation, resources, aims, objectives and administration which have a bearing on his or her performance or professional development. After the discussion the appraiser will record his or her overall summary and show it to the teacher who will have the right to add to it any brief comment or reservation considered necessary. After endorsement by the Head the record shall be copied to the LEA. Both school and LEA shall ensure that the record is treated with the degree of confidentiality appropriate to personnel records.

34. No teacher shall be entitled to progress to the next incremental point in the Main Professional Grade unless the Head certifies that a satisfactory level of performance has been attained. Where the Head is not able to so certify but considers that there are circumstances beyond the teacher's control which cause the performance to be unsatisfactory he or she may recommend to the LEA that progression to the next incremental step be permitted. The decision of the LEA shall be final.

35. During the year immediately before the teacher is due to progress to one of the larger incremental points (i.e. every third year) the appraisal process shall be extended to a "performance review". The procedure for a performance review shall be similar to that for the performance appraisal (and the provisions of paragraph 33 above shall apply) but with the addition that the senior colleague responsible will share the tasks with an LEA adviser, Inspector or officer. After the teacher has attained the maximum of the Main Professional

continued over...

THE AUTHORITY'S PROPOSALS IN THE FORM OF A DRAFT COLLECTIVE AGREEMENT

ENTRY GRADE

1. On first appointment after gaining recognition as a qualified teacher in accordance with the Education (Teachers) Regulations, 1982 a teacher shall serve in the Entry Grade.

2. An Entry Grade Teacher shall be paid as follows:-

During first year of service	£6,500*
Subject to 12 below	
During second year of service	£6,800*
During third year of service	£7,300*
(*salary levels relate to 1.4.84)	

3. There will be no additional payments related to length of training or level of qualifications (except possibly in relation to certain "special education" qualifications).

4. (Mature Entrants: it may be necessary to make special salary arrangements for mature entrants to teaching.)

5. A teacher serving in the Entry Grade shall not be timetabled to teach in sole charge of a class for more than the weekly limits below and the LEA shall increase the staffing establishment of the school to take account of these:-

	Primary Schools	Secondary Schools
During the first year of service	The equivalent of eight half day sessions	60% of the periods timetabled for pupils of compulsory school age
During the second year of service	The equivalent of nine half day sessions	70% of the periods timetabled for pupils of compulsory school age
During the third year of service	The normal teaching load of full time Main Professional Grade Teachers in the school	

6. The duties and responsibilities of a teacher serving on the Entry Grade shall be determined by the Head within the nationally determined duties and responsibilities set out at para. 22 and the limits prescribed at paragraphs 6 above and 24 to 29 below. When determined, the duties and responsibilities shall be set down in a job description as prescribed at paragraph 23 below and this job description shall form part of the teacher's contract of employment.

7. Service on the Entry Grade is a period of induction into the profession and the service during which teaching and other professional skills can be consolidated and developed. Each Entry Grade teacher shall be assigned a "mentor" - a senior professional colleague at the school - whose responsibility will be to monitor the teacher's progress and act as an adviser and consultant. (See Annex A for duties and responsibilities of a mentor).

8. Throughout service on the Entry Grade the performance of the teacher will be monitored and assessed by the Head, Assistant Head or Principal Teacher to whom this task has been assigned who will liaise with the mentor and the LEA adviser/Inspector/officer responsible for Entry Grade Teachers.

9. Assessment shall culminate each year in a discussion between the teacher and assessor which will cover the whole content of the teacher's duties and responsibilities. A nationally agreed "prompt sheet" will be used to guide (but should not constrain) the discussion. A nationally agreed "assessment profile form" in a record the outcome of the assessment in a concise form. A nationally produced handbook for assessors (to which the Entry Grade Teachers will have free access) will give helpful hints and suggestions. It will be revised from time to time and will aid the dissemination of best practice.

to take place every third year.

36. No teacher shall progress to the next incremental point after a performance review unless the Head and the LEA adviser, inspector or officer both certify that a satisfactory level of performance has been attained. Where it is not possible to so certify but both those responsible for certifying (or otherwise) consider that there are circumstances beyond the teacher's control which cause the performance to be unsatisfactory they may recommend to the LEA that progression to the next incremental step be permitted. The decision of the LEA shall be final.

37. The records arising from performance appraisal and review shall be available for use by the LEA in connection with any matter involving the management and deployment of the teaching force including the identification and meeting of individual and group training needs.

Teacher Fellowship

38. Any teacher whose performance is demonstrated to be outstanding, by a performance appraisal or review shall be entitled to be considered for the award of a teacher fellowship. Each LEA shall draw up a "Teacher Fellowship Scheme" (and consideration will be given to the formation of a "National Teacher Fellowship Scheme"). No limit is proposed for the number of fellowships which may be awarded.

39. A teacher awarded a fellowship shall hold it for a period of three years. Once during that three year period he or she will be entitled to a term's sabbatical leave at a time to be agreed between the fellow and the LEA. The latter will appoint a short term replacement to take the fellow's teaching post during the sabbatical leave.

40. In each of the three years the fellow will be awarded a bursary of £1000.

41. During the tenure of the fellowship the teacher will be expected to contribute to in-service training programmes for other teachers.

Senior Posts

42. There shall be new posts of "Principal Teacher" and "Assistant Head" who shall be appointed at a school in accordance with the following schedule:-

Staffing Establishment	Number of Principal Teacher	Number of Assistant Head
Up to Head plus 8 teachers	1	1
Head plus 9 to 15 teachers	2	1
16 to 20 teachers	3	1
21 to 25 teachers	4	1
26 to 30 teachers	5	1
31 to 35 teachers	6	2
36 to 40 teachers	7	2
41 to 45 teachers	8	2
46 to 50 teachers	9	2
51 to 55 teachers	10	3
56 to 60 teachers	11	3
61 to 65 teachers	12	3
66 to 70 teachers	13	4
71 to 75 teachers	14	4
76 to 80 teachers	15	5
81 to 85 teachers	16	5
86 to 90 teachers	17	6
91 to 95 teachers	18	6
96 to 100 teachers	19	6
101 to 105 teachers	20	7
106 to 110 teachers	21	7
111 to 115 teachers	22	8
116 to 120 teachers	23	8
121 to 125 teachers	24	9
126 to 130 teachers	25	9
131 to 135 teachers	26	10
136 to 140 teachers	27	10

43. The purposes of these posts is to provide assistance to the Head in organising and managing the school. (This is why the school's teaching establishment has been chosen as the measure by which to determine its entitlement.) The scale of provision of these posts takes into account that teachers on the Main Professional Grade will be expected to undertake a wide range of professional, pastoral and organisational responsibilities.

44. The LEA shall have discretion to appoint an additional Principal Teacher in any school and an additional Assistant Head in any school where the establishment is greater than Head plus 53.

45. For the purpose of determining a school's entitlement to Principal Teacher and Assistant Head posts the teaching establishment shall be that determined by the authority to apply as at 1st September in any academic year.

46. If a school's teaching staff establishment falls so as to cause it to fall into a lower band of entitlement to posts of Principal Teacher or Assistant Head then the original entitlement shall be preserved for a period of twelve months so as to provide time during which the necessary management reorganisation can take place. If the reduction in establishment is implemented by the departure of a teacher holding a post as Principal Teacher or Assistant Head an "acting up" appointment only shall be made for the protected twelve month period until the management reorganisation takes place.

47. Principal Teachers and Assistant Heads shall be Main Professional Grade Teachers and paid on that scale with an allowance to recognise the additional duties and responsibilities.

48. In addition to those which can be required of a Main Professional Grade Teacher the duties and responsibilities of the Principal Teacher shall include the following:-

Supervise, direct, monitor and assess the performance of a group of Main Professional Grade teachers including observation of lessons and scrutiny of schemes of work. In schools where there is no post of Assistant Head these responsibilities may encompass responsibility for a part of or aspect of the work of the whole school (see paragraph 49 below)

49. Similarly in addition to the responsibilities of a Main Professional Grade Teacher an Assistant Head may be expected to:-

take responsibility, by delegation from the Head, for a part of, or aspect of the work of, the whole school. For example an Assistant Head may be in charge of the lower or upper school or for coordination of all pastoral work or staffing deployment or a major academic responsibility such as that associated with public examinations. (These examples do not constitute an exhaustive list).

50. A Principal Teacher shall be paid an allowance of £1000 a year in addition to the salary entitlement as a Main Professional Grade Teacher.

51. An Assistant Head shall be paid an allowance, in addition to the salary as a Main Professional Grade Teacher, which bears a relationship to the salary of the Head of the school in which he or she is serving. (See paragraph 56 below).

52. In a school in which there is no entitlement to a post of Principal Teacher one of the Main Professional Grade Teachers shall be designated to take charge during the absence of the Head and shall be paid an allowance of £250 a year in respect of this additional responsibility. Such designation shall be for a period of twelve months but may be made for successive twelve month periods. (This is to enable the responsibility to be shared among the Main Professional Grade Teachers if this is the wish of the Head.) From the eleventh consecutive day of absence of the Head a teacher designated to take charge during the Head's absence shall receive an "acting up" allowance equal to the difference between his or her salary (plus the "in charge allowance" (£250)) and that of the Head unless the LEA has seconded another teacher to take over the responsibilities of the Head. This "acting up" allowance shall continue until the return to duty of the head or his or her replacement by a temporary or permanent head.

53. Where a school has two or more Principal Teachers (but no Assistant Head) or two or more Assistant Heads one shall be designated to take charge during the brief absence of the Head but without additional remuneration though existing "acting up" arrangements will continue to apply.

54. The provisions at paragraphs 30 to 37 above in relation to performance appraisal and review will apply to Principal Teachers and Assistant Heads. The duties and responsibilities particular to the teacher's post as Principal Teacher or Assistant Head shall be within scope of the performance appraisal and review.

Head Teachers

55. The duties and responsibilities of a head shall include:-

1. Formulate and gain approval for the school's overall aims and objectives and policies for implementation.
2. Establish and modify as required the school's internal organisation, deploying finance and staff so as to implement policies and maintain staff motivation and initiative all within the requirement of LEA policies and of staff conditions of service.
3. Clarify to individual staff members the contribution required of them through the provision of job descriptions, consulting individuals as required.
4. Establish and maintain appropriate professional and performance standards for staff of all kinds including the conduct of performance appraisals and reviews.
5. Secure assistance and support from those whose activities and support can contribute to the attainment of the school's objectives.
6. Liaise and cooperate with Governors, LEA members and officers and other heads.
7. Participate in arrangements for assessment of his or her own performance and identification and meeting of training needs.

56. It seems to the Management Side that the following factors affect the size of the Head's job

- (a) the number of pupils
- (b) the curricular, pastoral and organisational differences which arise from the ages of pupils
- (c) the number of staff
- (d) the environment and site of the school
- (e) demands arising from LEA or head teacher initiatives
- (f) the nature, volume and complexity of the school's external links.

57. A new pupil age-weighting as follows more sensitively measures the size of the job of a head than does the existing age-weighting and school grouping Primary and Middle Schools* 2.0 units per pupil

Secondary Schools
1st to 3rd year 2.5 units per pupil
4th and 5th year 3.5 units per pupil
6th form 6.0 units per pupil

*(Note: Where Middle Schools contain pupils who would otherwise have been in the first to third years of a Secondary School, such pupils shall attract a weighting of 2.5 units per pupil.)

58. Heads shall be paid an annual salary as follows. Assistant heads shall be paid such allowance that together with salary calculated at the maximum of the Main Professional Grade their remuneration shall be as indicated in column two below:-

New Points Scale	New Salary	Head's Salary	Assistant Head's Salary
Up to 100	12,000	10,000 (1)	8,000
101 to 110	12,500	10,500 (1)	8,500
111 to 120	13,000	11,000 (1)	9,000
121 to 130	13,500	11,500 (1)	9,500
131 to 140	14,000	12,000 (1)	10,000
141 to 150	14,500	12,500 (1)	10,500
151 to 160	15,000	13,000 (1)	11,000
161 to 170	15,500	13,500 (1)	11,500
171 to 180	16,000	14,000 (1)	12,000
181 to 190	16,500	14,500 (1)	12,500
191 to 200	17,000	15,000 (1)	13,000
201 to 210	17,500	15,500 (1)	13,500
211 to 220	18,000	16,000 (1)	14,000
221 to 230	18,500	16,500 (1)	14,500
231 to 240	19,000	17,000 (1)	15,000
241 to 250	19,500	17,500 (1)	15,500
251 to 260	20,000	18,000 (1)	16,000
261 to 270	20,500	18,500 (1)	16,500
271 to 280	21,000	19,000 (1)	17,000
281 to 290	21,500	19,500 (1)	17,500
291 to 300	22,000	20,000 (1)	18,000
301 to 310	22,500	20,500 (1)	18,500
311 to 320	23,000	21,000 (1)	19,000
321 to 330	23,500	21,500 (1)	19,500
331 to 340	24,000	22,000 (1)	20,000
341 to 350	24,500	22,500 (1)	20,500
351 to 360	25,000	23,000 (1)	21,000
361 to 370	25,500	23,500 (1)	21,500
371 to 380	26,000	24,000 (1)	22,000
381 to 390	26,500	24,500 (1)	22,500
391 to 400	27,000	25,000 (1)	23,000
401 to 410	27,500	25,500 (1)	23,500
411 to 420	28,000	26,000 (1)	24,000
421 to 430	28,500	26,500 (1)	24,500
431 to 440	29,000	27,000 (1)	25,000
441 to 450	29,500	27,500 (1)	25,500
451 to 460	30,000	28,000 (1)	26,000
461 to 470	30,500	28,500 (1)	26,500
471 to 480	31,000	29,000 (1)	27,000
481 to 490	31,500	29,500 (1)	27,500
491 to 500	32,000	30,000 (1)	28,000

59. Where the LEA considers that a head for a head calculated as indicated above does not adequately remunerate the head and the post it may pay the head as above his or her entitlement was either one step or two to be a matter to be determined by the LEA.

Special Schools

60. The salaries of heads of special schools will be determined as follows:-

(The Management Side have not completed consideration of provisions for payment of teachers in special schools)

Other Matters

Social Priority Scheme

61. (As part of this overall agreement) the Social Priority Scheme will be ended on the basis that all teachers in receipt of a payment on (the date of implementation) of this agreement shall continue to receive the cash value of that payment for so long as they occupy the same post (grade) in the same school.

Assimilation

62. If an agreement were to be reached on the basis of these proposals the Employees envisage that they would be implemented on the basis that each teacher would be assimilated to the salary point which is a cash terms, immediately above that on which the teacher is paid on the day before the implementation date.

ANNEXE A

Duties and Responsibilities of a Head assigned to an Entry Grade Teacher.

The following specific duties and responsibilities are an exemplification of those set out at item 10 of the duties of a Main Professional Grade Teacher, i.e.

10. Contribute as required to the appointment, induction, professional development and assessment of junior colleagues, including new entrants to teaching.

- (a) Contribute to induction to the school (aims and objectives, administration, routines, etc)
- (b) Observe lessons
- (c) Demonstrate teaching skills
- (d) Establish standards of performance in collaboration with senior colleagues to whom Entry Grade teacher is accountable
- (e) Give general guidance as necessary
- (f) Offer counselling
- (g) Liaise with and provide reports to senior colleague to whom Entry Grade teacher is accountable
- (h) Monitor Entry Grade teacher's timetable as between successive years
- (i) Clarify to all concerned the role of "mentor"
- (j) Collaborate with LEA officer or adviser responsible for Entry Grade teachers
- (k) Contribute, as a witness, to any appeal hearing in relation to progression (or otherwise) of an Entry Grade teacher to the Main Professional Grade or early termination of employment.

This advertisement has been placed by
B. J. Rusbridge C.B.E.
The Employer's Secretary,
LACSA,
41 Belgrave Square,
London S.W.1

Mobs confront teachers going back to work after strike

by a special correspondent

MALTA

Angry crowds have abused and even assaulted teachers returning to work in state schools after a seven-week strike, while many staff got back to find notices transferring them to other schools.

The strike - called in support of a claim for better pay and conditions - was underlined by activists of the ruling Malta Labour Party of Mr Dom Mintoff, and was accompanied by a stream of propaganda against the teachers, declaring that they were robbing the workers' children of education.

As a result it was clear that the teachers' return to the schools would not be straightforward.

A school in Senglea, in the heart of the pro-Government dockyard area, was closed temporarily on the order of Carmelo Mifsud Bonnici, the Education Minister, after it was besieged by angry crowds. The president of the Movement of United Teachers (MUT), Mr Alfred Buhagiar, had to be rescued by three policemen when he attempted to leave the school to which he (headmaster) was transferred, in the town of Paola.

Other teachers were manhandled, and abuse was hurled at many, including those employed in one of the state schools. Dr Mifsud Bonnici justified the closing of 2,000 teachers by saying that "it would be in the interest of the teachers themselves not to go to those schools which they had abandoned during the strike."

The MUT called the transfers punitive, and said that because of them, the teachers would be returning to work "discontented, demoralized and hurt". The teachers could be "discontented, demoralized and hurt" in another way. Many are wondering what they had gained by obeying the call to strike.

Originally, the MUT had ordered its members to work to rule, declining to do such work as midday supervision of children. But Dr Mifsud Bonnici locked out without pay all those teachers who did not sign a form declaring that they would do all the work they

previously did. The MUT ordered the strike on September 24 in protest against the lock-out.

For the next seven weeks, Government schools, with a total population of 51,000, were run by teachers who either ignored the MUT directives or did not belong to the union. They were backed by numerous volunteers, the majority of them political activists. Personnel with teaching experience were transferred from other Government departments to the schools.

The MUT succeeded in resuming talks on pay and conditions after it withdrew the work to rule directives and called off the strike. The Government Roman Catholic Church which the strike settled its bitter dispute with the Government over the future running of Church schools.

As a result of a deal between the Church and the government 72 Church schools were allowed to reopen last Monday and 20,000 pupils returned to classes.

The Government had wanted the Church schools to be free of charge but the Church has said it cannot afford this. Under the deal, the schools will be free of charge for a year while a longer term solution is found.

The closure of the schools started when the Government withdrew the operating licences of eight of them - and the Church ordered the closure of the rest. The Movement of United Teachers had been accused of staging its own strike in support of the Church dispute.

ment withdrew the lock-out and agreed that the teachers would not have to sign any undertaking on their return to work.

But the teachers face an uphill fight over pay. Wage increases for all classes of the population, not just those employed by the state, are decreed by the Government, usually about this time of the year. But there has been a wage freeze for three years, and Malta is far from solving its problems, which the Government blames on the international recession.

Moreover, Dr Mifsud Bonnici has said that priority will be given to the 9,000 unemployed.

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OVERSEAS



Teaching... the personal touch and on the screen.



Interfacing the future

DAVID KIRP'S

AMERICA

One camp of American educational reformers has long favoured technological quick fixes for the abiding problems of learning and teaching. These technocrats have it in mind that programmed curricula and infallible machines can be substituted for all-too-fallible humans.

Two decades or so ago, American pedagogues were singing the praises of the "teacher-proof" curriculum, from which students could learn on their own; it was also thought that an apparatus quaintly called a "teaching machine" could enable the educational process to bypass teachers more or less completely. In that odd vision of educational Nirvana, teachers would presumably be on call only to answer questions - and to repair the contraptions when they broke down.

As with other over-sold educational reforms, there is an almost inevitable reaction. The summer issue of *Teachers College Record*, an influential educational quarterly published by Columbia University, was given over to the critics, who launched their attack on computerized instruction from all sides.

Education by computer, claimed the late John Dwyer, principal of Emerson College in Sussex, is a poor substitute for education by life. When children sit "almost motionless, pushing at the keyboard with one finger", he says, sounding like a contemporary Wordsworth, they evoke birds and flowers but "no smells or tastes, no wind or wind-song".

Two or three rounds of this, and the machine would give you the right answer, then move on to the next question. Old-fashioned work books,

with the answers at the back, do this job quite nicely - and much more cheaply.

Now the teaching machine has been dressed up, given its proper name - the computer - as well as much more capacity to store and process information than was imaginable in the not-so-old days. Predictably, computers are being hailed in some quarters as the latest saviour of American education, able to turn ordinary youngsters into late twentieth century geniuses.

With those extravagant hopes come equally extravagant worries: worries about the "computer gap", which assertedly dooms poor children to second-class lives because of their failure to master computer skills at an early age; worries, also, that America will fall irretrievably behind in the international "race" for a computer-literate society. And such worries have spawned a demand for public response.

There is a bill now working its way through Congress to get computers into almost every classroom in the land. Some states, including California, give whopping tax credits to office computer manufacturers into giving their machines to the schools.

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an early age to take full advantage of what the machines offer. The computer isn't like a piano, writes Zajonc. In fact, in terms of the skills involved, learning how to use a computer is more closely akin to figuring out how to make a stereo system work.

The strongest attack comes from a Dallas psychotherapist, Robert Sadowski. "Computerized education, he insists, will turn out psychopaths, since 'the psychopath does everything effortlessly, freely, without any sense of inhibition, restraint or suppression'."

Strong words - and fanciful too, since it is hard to believe that computers rank high among the likely causes of adolescent psychological disturbances or that, in other ways, they will savage children's minds. More likely is the prospect that pedagogues will hold too high expectations for what is, after all, a still not-too-bright machine. As an IBM consultant, Brian Simpson, argues, electronic brains "do not think, they process"; fast, but mindlessly.

Computers surely have their place in education - but their advocates also need to know their place. Thus far, the cheerleading about computers' limitless potential has prompted all too many school districts to buy these machines despite having little sense of how to use them, few teachers comfortable with the new technology, and little software directly linked to the traditional - and still primary - chalk-and-blackboard teaching.

Unless that changes - unless there are serious efforts, teaching down into the classrooms, to integrate computer-aided learning with the many other kinds of learning that inquiring minds need to engage in - these machines will wind up as just the latest casualty in the American fondness for technological quick fixes. That's too bad because, properly used, computers can free the imagination in all sorts of ways.

It would be unfortunate if, like the old teaching machines, the computers ended their lives stored in classroom closets throughout the land.

Anne Good looks at the possible outcome of an EEC conference next week

Euro breakthrough due on equal opportunities



Garret Fitzgerald

It is too early to say what form these proposals will take. But the Commission is hoping to get support for a Council resolution accompanied by an action programme. At Community level this could include moves to:
● Eliminate sex-role stereotyping in school books;
● Encourage girls to consider a broader range of careers;
● Compare the effects of single-sex and co-education; and
● Investigate the role of the mass media.

Such proposals would not be new, having been already been accepted by the Council in 1980. However, opposition by some member states, especially Denmark, to any EEC involvement in education policy, meant that the plans were never carried out.

The danger now is that "we may be obliged to rediscover the wheel". A Commission official said. Initial discussions seem to indicate that no consensus can be assumed, even on the areas already agreed four years ago. It may be necessary to begin by

convincing the education authorities in some member states that girls do not already have full equality of opportunity with boys in their educational and vocational training system.

But the Commission can count on support from the European Parliament, which last January reiterated a call already made in 1981, for just such a conference as is being held next week. Parliament called for a concerted effort to guarantee equal education for girls, which goes beyond anything yet agreed in Council.

Parliament would like to see efforts to get rid of sexism in teaching materials to improve the attitude of the mass media and to clarify whether single sex or co-educational schools are better for girls.
□ Guaranteed equality of access to all courses of education and vocational training;
□ Measures to ensure that women are properly represented at all levels in school;
□ Encouragement of women to train as teachers in non-traditional subject areas, such as mathematics; and
□ Encouragement of men in nursery and primary schools.

Next week's conference is likely to examine Parliament's demands along with other ideas, such as the possibility of creating positive action programmes for girls within individual schools.

Children to die for speaking out

SOMALIA

Aspecial correspondent describes the spread of unrest and suppression in the north.

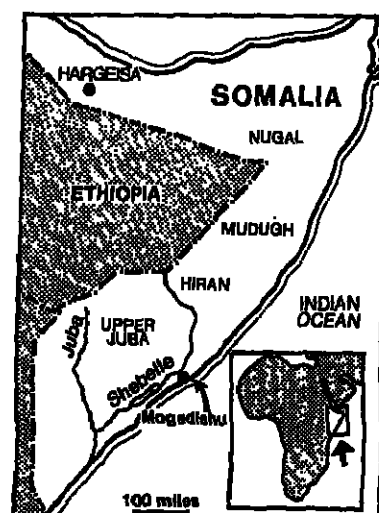
Schoolchildren in Somalia face the death penalty after protesting about the detention of their teachers and fellow students in a purge of the country's intelligentsia by the Government.

In an appeal to President Siad Barre, Amnesty International urged him to spare the lives of seven people sentenced to death by the security court in the northern city of Hargeisa, last month. The seven were charged with distributing anti-government leaflets, planting bombs and belonging to an illegal organization believed to be the Ethiopia-based Somali National Movement (SNM). Eight others received sentences of life imprisonment.

The urgency in Amnesty's appeal lies in the fact that the convicted children and teachers from a secondary school in Hargeisa, and that defendants before the security court had no access to legal assistance for several months before their trial.

Unrest among schoolchildren in northern Somalia started in 1981 after a mass arrest of Hargeisa's intellectual elite - doctors, teachers and civil servants - apparently for trying to organize work brigades for self-help schemes in the city. Disillusioned with central government and lack of interest in developing the region, Hargeisa-born intellectuals tried to mobilize local resources for small but essential projects.

The local authorities took part in many of the meetings, but became



increasingly suspicious of these activities, particularly after the formation of the SNM in early 1981.

An investigative mission headed by President Siad Barre's son-in-law and chief, General Ahmed Sulaiman Abdullah, a member of the Politburo, and including the Hargeisa-born Minister of Planning, Mr Ahmed Hawadle, visited the north in early 1981. During meetings with community leaders, the ministers were handed a series of demands, apparently formulated with the help of intellectuals, asking for a better deal for the northern region.

The Government seems to have regarded the professionals' activities as seditious, on the grounds that they could arouse tribal feelings and lead to north-south conflict. More than 50 arrests, including almost the entire professional group, were made and extra troops were sent into the region.

The Government ordered the mass

detention of doctors, teachers, civil servants and other prominent figures. The newly formed SNM exploited the situation and recruited a number of defectors from the Government.

Dissent in the north, particularly among the Isaaq clan, had taken a new form by late 1981. Small groups of students gathered outside schools in Hargeisa, initially in protest at low teaching standards and lack of textbooks. As demands for complaints were turned into political ones as students demonstrated against the detention of their teachers and classmates.

These isolated protests culminated in open confrontation between students and riot police when the self-help group was brought before the security court in February 1982. During the short trial secondary schoolchildren, as well as other residents of the city, kept vigil outside the court, which was closed to the public.

To prevent disturbances, the military commander of the north, General M. Gani, a close relative of President Siad Barre, ordered his troops to open fire at student demonstrators. Two boys and a girl, all aged under 16, were shot dead and several others were injured in the ensuing chaos.

That incident led to further demonstrations by schoolchildren, and more deaths in confrontations with troops under order to shoot to kill. At least six children were killed and many more injured, during the week-long trial.

In addition, more than 200 children were arrested (most were released under an amnesty in October 1982) and sent to Mandera, a maximum security prison in a remote part of the country.

In April 1982, students reacted to the accidental death of a girl student during an Army Day celebration by

storming government buildings and setting fire to a couple of government vehicles. More than 100 students were arrested over several days.

Similar student unrest flared up in other northern cities.

The 1982 events revived the old rift between the north, a former British protectorate, and the south, formerly a colony of Italy. The two parts joined to form the Republic of Somalia in 1960, with the south emerging as the dominant partner.

The northerners, particularly the enterprising Isaaq clan, say that although they contribute more than 60 per cent of total export earnings, their regions are starved of development funds. Moreover, northerners complain about "outsiders" holding key administrative and political positions in their regions, making them feel like second-class citizens in their own home.

For its part, the Government emphasizes the need for real integration between various tribal representatives in the administration, to suppress tribal allegiance and create a strong sense of nationhood.

Dissent among children was not confined to Hargeisa and Burao. After an attempted coup in 1978 (involving officers from the Majerteen clan) President Siad Barre ordered a clamp down on Majerteen-inhabited areas in Bari region in north-east Somalia and in the central Mudug region.

In the Bari town of Garawa several children were executed by firing squads in 1979 for writing anti-Government slogans on village donkeys and on classroom walls. In Erigavo, six children were sentenced to long prison terms and three to death after distributing anti-Government leaflets. The death sentences were later commuted to prison terms.

Compulsory schooling to be extended

TURKEY

One aspect of the upper-secondary school reform now going through Parliament, is a proposal to raise the leaving age from 14 to 16 years, which should mean 10 years of obligatory education instead of eight.

Sigenera Franca Falucco, the minister, said the object was not only to raise the general cultural level of Italian citizens, but also to bring Italy into line with most of its neighbours. While that should enhance the process of cultural unity within Europe, it will also allow young leavers more professional training, a priority for accelerating Italy's economic recovery.

There is some debate, however, as to the type of training that should be offered in these two extra years of obligatory education. Left-wing experts insist that the training be general, an extension of the scholastic curriculum of the secondary level, to avoid discrimination. Opponents claim that this would only delay the already difficult admission of young people into the country's workforce.

To the question whether or not the difference of opinion would obstruct approval of the reform, the minister replied: "Probably not, because while the Communist Party has expressed opposition to the short-term professional training cycle, it has cooperated so actively in the entire project that I doubt it will want to delay its approval."

But regardless of whether approval is rapid or delayed, the reform will be put into effect before 1985.

Rita di Giuseppe

Congratulations

Sir - I would like to offer congratulations on your recent series of articles about youth in the North-east (TES, October 12 to November 2). They were most skilfully written, objective and compassionate without being patronizing. An excellent series.

1 D EAST
40 Brookwood Avenue
Barnes
London SW13

Tarnished coin

Sir - Brian Glover writes: "It's a fair bet that when a town has to keep reminding you of the things for which it is famous, it is in a bad way". We are in a bad way up here, but it is also a fair bet that when reporters from London arrive in the provinces to find out about unemployment we suddenly begin to feel worse for they are totally incapable of presenting a fair, realistic picture of life for the young on Tyneside.

Of course there are teenagers sniffing glue, taking drugs, getting into all kinds of trouble. But is there a town or city where this does not occur? Being unemployed for any length of time is not easy to take.

Can you spare Mr Glover a return visit to talk to some of the thousands of youngsters up here who, to relieve the boredom, have got involved in voluntary work or who have taken advantage of the Youth Training Scheme; to talk to the director of education, or social services, or the Jobcentre manager - or even the *Shields Gazette*? They will present to him the other side of the tarnished coin he seems to relish showing to the world.

Despite the sorrow and the frustration we feel on Tyneside about unemployment, there is a mighty effort being made to combat it. That too, should be reported by national papers.



Brian Glover on his visit to the North-east

M J BLACKAH
Editor
Shields Gazette
PO Box No 4
South Shields

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CAMP BEAUMONT

LETTERS

Best measurers

Sir - Mike Durham's article (TES, November 9) on Tory fears of vote loss over HMI reports states that Oxfordshire was criticized over pupil-teacher ratios and poor textbook provision. This was in 1982; a letter this year says that overall we are just satisfactory, but provision in some areas is insufficient. In some other areas provision meets present needs, but is inadequate to meet new and challenging demands. Our INSET provision is good.

Oxfordshire's Alliance councillors welcome the views of HMI, even when some of their comments do not support

all our criticisms of the Tory majority on the council. Unlike the Tory chairman of Hereford and Worcester education committee (Letters, November 9), we do not "demand absolute and impeccable accuracy".

Measurement of the inputs into education is fairly easy, measurement of the output is very hard. HMI are independent and the best measurers we have. We support their role and appreciate their reports and letters and deplore the Tory attitude of shooting the messenger who brings unwelcome tidings about the effects of cuts in education spending.

Mike Durham stated that Oxford-

shire was not likely to "change hands next May". The present Tory overall majority is only three and this year's district council elections indicate that there will be a number of Alliance gains next May. It is most unlikely that the Tories will retain control. Loss of Tory control will certainly lead to greater spending on education - and HMI criticisms will help to determine future spending priorities - as well as contributing to that loss of control.

DERMOT ROAF
Alliance Spokesman on Education
County Hall
Oxford

Outrageous

Sir - Dr Muffett is priceless. His letter (TES, November 9) berates those who oppose "the considered opinions of my chairman colleagues and me" for making "no attempts to refute us with any rational argument, but have recourse, rather, to that emotionalism and pseudo-scholarship which is the hallmark of the ill-informed and uncompromising polemicist bent only on obfuscation."

However, instead of offering rational, unemotional argument himself he proceeds to harangue "trendy-lefty activists", without defining who or what he means by the term, and to assert that they are "now so firmly ensconced at every level of the so-called 'professional' pressure groups and lobbies" without offering one shred of evidence to support this.

Even worse he continues by asserting that "the clap-net and the snub-nose" are "the only two devices, diluted by whom and precisely in what way is again not made clear" and, by implication, to link HMI whom he claims were trained in the '60s, with this discredited clap-net. Again no rational arguments are put forward for this outrageous assertion.

He then proceeds to offer an accurate statement as he sees it of the capitulation figures quoted by HMI, but as you report, the headmaster of the school in question believes that his figures are accurate and not Dr Muffett's. So there could be reasonable doubt about Dr Muffett's "accurate" statement.

Finally, he proceeds to tell us that he and many like him are much closer to the "chickadees" than Eric Bolton (and presumably his HMI colleagues from whom he gathers his evidence). For sheer impudence, this last assertion is breathtaking. The fact that Eric Bolton and his colleagues are in schools for long periods of the year seems to cut no ice with Dr Muffett.

Dr Muffett's world view is full of certainties - that he is right and those who see things differently are wrong, and that their data are "tainted". Hesitation and doubt never seem to intrude upon him. No wonder that some of us with children in Hereford and Worcester schools are worried about the decisions being made at county council level by him and his colleagues.

LESLIE STRATTA
The Hollies
Upper Street
Dorset
near Worcester

Balance

Sir - Is Biddy Passmore (TES, November 9) "Grammarians gain extra parity with independents" biased against comprehensives or just plain ignorant of the implications of her choice of words? For example, she writes: "Only 5.6 per cent of the leavers from comprehensive schools planned to follow a degree course, against 28 per cent from grammar schools and a third of those from independents."

With the same figures one can show that only 6,000 of the leavers from grammar schools planned to follow a degree course, against 14,600 from independent schools. This is just as balanced a statement as the one she makes.

I daresay any TES reader would know that like is not being compared with like but there is no suggestion of this in the article.

DONALD J. COLLINS
17 Glebe Avenue
Woodford Green
Essex

Cloud-cuckooland of controversy

Sir - It is not easy to take the frequent effusions of Councillor Muffett seriously. Since, however, he specializes in incoherent attacks on those who cannot defend themselves, permit me, as a Herefordian and a school governor, a considered reply.

Councillor Muffett claims to be objective, which means, he says, oblivious to the lessons of history, so no doubt he is. Teaching, however, cannot be measured by objective standards. The harvest is a lifetime away. This makes it easier for Councillor Muffett to divert attention from the indefensible by attacking the teachers, HMI and the truth, to obscure the fact that resources for education are diminishing. My youngest son, for example, is in a class of 39 in a Hereford school. Councillor Muffett has little taste for realities: he prefers to flap his way through the cloud-cuckooland of controversy.

It is impossible to construct a syllogism from one premise but Councillor Muffett has a go. One of his clerks, he

claims, has found an error in the HMI figures. Therefore, the Senior Chief HMI's claim that "much of the evidence he received suggested (that teachers') morale was not good" is also inaccurate, caused by (a) left-wing political pressure on HMI, (b) HMI comparing present standards with the irrelevant past ("the unreality and extravagance of an age now properly consigned to limbo" - those were the days of Lord Boyle and Lord Hailsham - remember?), and (c) the HMI's lack of professional awareness compared with Councillor Muffett's.

The poverty of this argument, when the verbiage is sifted, is self-evident. It would save us all in this county an awful lot of embarrassment if Councillor Muffett would visit the schools - without the panoply of chairmanship - and in a genuine desire to learn what teachers and pupils think and do. LANCE MARSHALL
The Principal's Lodge
Venn's Lane
Hereford

False accusations

Sir - With reference to the article by Jane Pickard (TES, November 9) - for the record, I would point out that the policeman was not called into the school to talk to four black infants specially. The talk was of a general nature to four assembled classes (about 100 children) both black and white. It was given by the local community police officer who was in the habit of visiting the school. The talk was occasioned by various amounts of dinner money being missing over a long period. In this particular instance it was over £5 belonging to other little black children. No child was named or identified to the police in any way, and no child has been searched by anyone.

The Haringey Black Pressure Group on Education has never troubled to ask me or the governors the true nature of events, but the parents of all the children in the school have been informed, and the children involved in the incidents are still attending this school.

After making false accusations in print, the pressure group responded to an invitation to a meeting with myself,

the governors, representatives from the Diocesan Board for schools and the local authority. No one who attended was a parent of a child at this school.

The chairman of governors effected introductions and gave a welcoming address saying how pleased he was that they had come to talk about matters they had raised elsewhere. The group then issued the governors with an ultimatum and walked out. At no time was there any argument, or indeed, a dialogue of any kind. However, the invitation to discuss this matter with the governors still stands if the group chooses to take it up.

I am surprised that you should publish such an article as both the chairman of governors and I told your reporter that Mr Boyd's allegations were untrue.

C G MAY
Headteacher
St Paul's and All Hallows
C of E Infants School
Park Lane
Tottenham, London N17

Damn statistics

Sir - In her article (November 9) on the DES statistical bulletin 11/84, *English School Leavers 1982-83*, Biddy Passmore says that more than three-quarters of leavers from grammar and independent schools had passed five O levels but that less than a quarter of those from comprehensive schools had achieved comparable success.

One doesn't have to be much of a mathematician to realize that as many as a third of the age cohort would have had to attend the grammar schools, to say nothing of independent schools, for their leavers to be as successful as the comprehensive school leavers, since three-quarters of a third is a quarter!

Statistics, damn statistics - and results confused by expectation?

R SHARROCK
Headmaster
King Edward VII School
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Students sit quietly as big curriculum changes take shape

FRANCE

Mary Follain on university reform

More than a third of the 180,000 students starting university in France this year are experiencing what could be the most significant changes since the upheavals of the 1968 student revolution.

Yet none is out in the streets picking fights with security police, and the *Cour d'honneur* of the Sorbonne - where the red-headed revolutionary, Daniel Cohn-Bendit, harangued fellow students 16 years ago - is quiet and peaceful.

There is no sign in the Latin Quarter of the agitation which again pitted students against police last year when the former Education Minister, M Alain Savary, introduced his Bill on higher education. True, "Savary's law" is a watered-down version of those plans (TES, January 20) but it has led 60 out of 70-odd universities to rethink the first two years of study. The rest are expected to follow suit next year.

The majority of French students today are a passive lot, too worried about their career prospects to risk even a minor revolution, and if the Education Ministry's reform succeeds (many have misfired in the past), those prospects will be improved.

"Savary's law" establishes the principle that universities have an obligation to provide at least some of their students with practical skills of value on the job market. At the end of the first two years, or first cycle of study, students affected by the reform will be able to take a new diploma which, the ministry hopes, will be a useful qualification in itself. This first cycle is sanctioned by the DEUG (diploma in general university studies) whose sole merit is that it entitles successful students to continue into the second cycle and take their *licence* (BA) after a minimum of one year.



Student passion... manning the barricades in Paris in 1968.

This year, for the first time, they will be able to choose, once they are at university, between a course leading to the traditionally academic DEUG and a more vocational one, preparing for a new diploma, the DEUST (technical and scientific university studies) which, the ministry hopes, will be more attractive to employers.

Ordinary French universities have to compete, with all of the other establishments for their students, and, unlike them, they are not allowed to choose between applicants. In practice many do, and the minister, while declaring that selection is undemocratic, turns a blind eye.

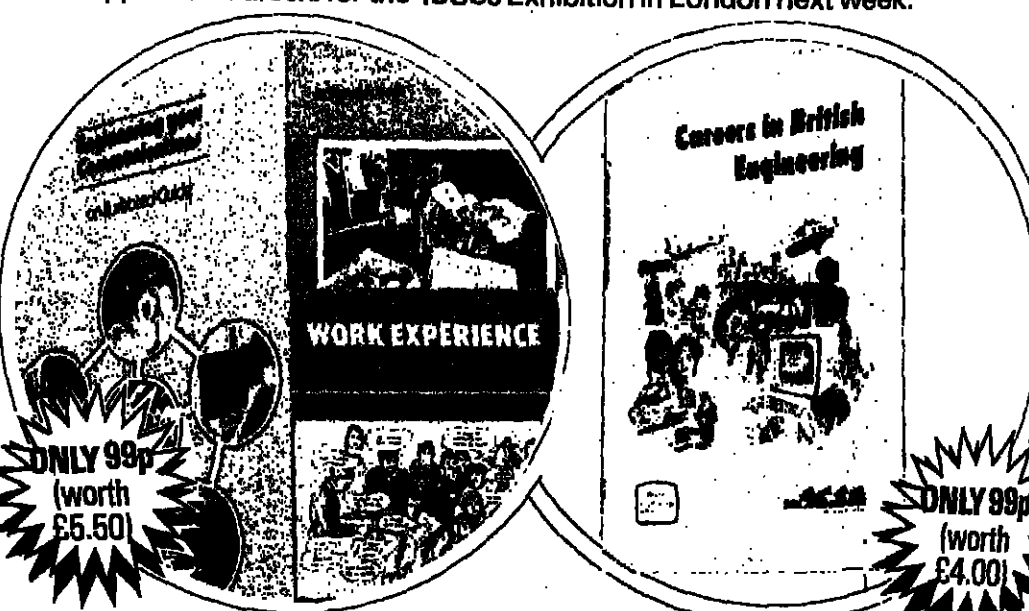
This ministerial veto on selective entry procedures is no doubt largely to blame for the 50 per cent drop-out rate during the first two years.

University professors were unable to persuade the Government last year that the present system is both cruel to the students who cannot cope, and a waste of public funds. Instead, universities have been instructed to take in more students in order to give everyone a chance.

There are now nearly a million university students, but the increase has slowed down over the past few years. The new vocational diploma will, perhaps, provide an alternative for those unused to, or uninterested in, purely academic pursuits.

SPECIAL OFFER!

If you advise young people on their careers choice, then keep this advertisement, it could save you money. We are making two special offers, from our comprehensive selection of engineering careers information, to support the Careers for the 1980s Exhibition in London next week.



For 99p we are offering:-

"Engineering your Communications" which illustrates the basic communication skills - listening, speaking, reading and writing - needed in engineering manufacture, and examines their implications for schools.

Normal price £2

"Engineering Work Experience Guide" A unique guide enabling young people to keep a complete record of work experience programmes.

Normal price £1.50

"Mathematics and Engineering" - which focuses attention on the maths used in the initial training of craftsmen/women, with many practical examples.

Normal price £2

Or for 99p you can buy "Careers in British Engineering" - the industry's only complete, illustrated 100-page guide, and normally costing £4.

Just bring this advertisement with you to the British Engineering Stand at the Careers for the 1980s exhibition November 25-28 at the Royal Horticultural Hall, Westminster, London to obtain the best value on the market in Engineering Careers Information.

British Engineering
HELPING TO SHAPE THE FUTURE



Engineering Careers Information Service
sponsored by: ETS, EEF and CSEU

How not to assess staff

Sir - The current furore over teacher assessment is not only raising fundamental questions about the nature of the professional role, but looks like becoming a classic case study in how not to introduce a system of staff appraisal.

First, let us be clear about the objective of a properly formulated assessment system. It is to improve the performance of the employee and to enhance his or her effectiveness.

The stated aim, however, of Sir Keith's plan seems to be to find a method of rooting out bad teachers. Appraisal schemes can and do uncover poor performance, and can and do

lead to dismissal on the grounds of incompetence. But, that is not their primary aim.

The Government has embarked upon a procedure in introducing this scheme, which will certainly breed opposition and mistrust. Appraisal schemes can only work in an atmosphere of trust. Trust from teachers must be gained through tangible benefits and not through threats.

Teachers need to see the rewards for good performance in terms of money, promotion, and effective career development. And for those whose performance is lacking there needs to be the reassurance that the first step will

be guidance, counselling, and training. Teacher assessment should play a part in the wider exercise of enhancing the professional standing of teachers.

In many organizations staff appraisal schemes are motivators. They provide a means by which management can give positive recognition to a job well done and provide help to those who need it. It is a pity that the Government's proposed scheme for teachers has not been approached in this spirit.

EDWARD SALLIS
Camford
Bishops Hull
Taunton
Somerset

Pay-off line

Sir - I think it is a good idea on the part of the Education Secretary to suggest extra money for "good classroom" teachers.

But I feel that many weak teachers, or teachers who have lost their vocation, would be prepared to leave the teaching profession if they were given redundancy pay and have pensions safeguarded.

Every year many such teachers have their requests to leave rejected. No wonder there is frustration, as the alternative is the dole.

RICHARD D SIMMS
Sunnybank
West Park
Lytham
Lancs

Lost in the Forest

Sir - An article by Christopher Price, purportedly about the tertiary organization in the Forest of Dean, appeared (TES, November 2) under the heading "Forest law".

Quite astonishingly, Mr Price has accepted as truth the disinformation fed to him by someone that "practical" and "academic" students (who are they?) would be defined (how?) as separate sites, the former at the technical college (his term) and the latter at the grammar school site.

He then proceeded to attack this idea and to state the advantages of a true tertiary system.

Post-16 education in the Forest will be reorganized along tertiary lines from September, 1985; the intention being for the courses and students formerly based at West Gloucestershire College of Further Education, Cinderford, (not the "technical college") to move into the former site of the Royal Forest of Dean Grammar School, Coleford, over the next few years.

An immediate and total change over is not possible because of the short time-scale and because there is a need for the new Lakes School, Coleford to share some of the college premises until the current grammar school pupils have completed their secondary education.

Certain non-GCE courses from West Gloucestershire College of Further Education will move into the new premises next September, into the building which will follow as space permits.

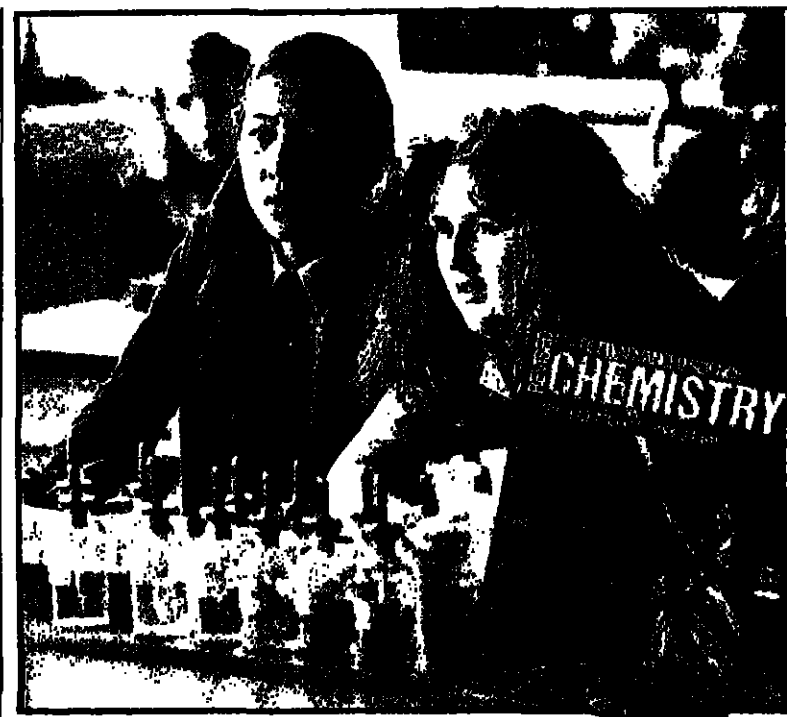
I refuse to accept that the term "practical" and "academic" are either definable or useful.

We would all prefer to move to purpose-built premises on a finished site in September, but this will not be possible and so some period of adjustment will be inevitable. However, to refer to this as "cultural and geographical apartheid" is irresponsible and a bonus to any opponent of educational change, and also mislead all those people who are carefully planning a development which will prove of considerable future benefit to young people in the Forest of Dean.

Mr Price may rest assured that we are aware of the great advantages which tertiary education can provide and you may be further assured that everyone connected with this venture is working hard to secure them.

G L NICHOLS
Principal Designate
Royal Forest of Dean College

Letters for publication should be brief and to the point. The Editor reserves the right to cut or amend them.



Book delay

Sir - It is now 14 years since the Nuffield advanced level chemistry course was first published. Many chemistry teachers would agree that a revision of the course materials is a welcome curriculum development.

Why is it then that the Nuffield Chemistry publications are marketed in such an appalling manner? The first edition of *Student Book 1* became out of print soon after its publication earlier this year. As a result, no order we placed for the textbooks through the Association for Science Education on July 2 had still not been fulfilled on October 19. Our A level students are

now half a term into their course and have yet to see a copy of the *Students Book*: hardly an auspicious start, particularly as the 1986 A level Nuffield chemistry examination will be based on the revised course.

With all educational publishers learning that the tired old approach of a "wing and a prayer" is no longer an appropriate marketing strategy for 1984.

ROBIN PIKE
Head of Science
Aylesbury Grammar School
Walton Road
Aylesbury
Bucks

Cost of AS levels

Sir - I hope Michael Duffy was correct in perceiving signs of dissent among the ranks of the Standing Conference on University Entrance over their previously solid support for the Government's proposals for AS levels.

Of course, provision of resources is a crucial factor and even the universities express "disquiet" on the matter. Inevitably, sufficient resources, in time, staff and materials, will not be available to permit the survival of extra subjects at Alternative Ordinary level and of general or liberal studies alongside newly-introduced AS levels. And those subjects which will be lost might well have provided the very broadening that the Government seeks.

No doubt the majority of post-16 full-time students in schools and colleges to whom AS levels will simply be irrelevant will have their vocational courses raided for scarce resources. And younger children, who for too long have subsidized other areas with their own over-large classes, will have resources diverted from their courses to facilitate AS level introduction.

One of a number of practical prob-

lems to be faced in the schools and colleges will be the effects of stress on sixth-formers searching for success in the higher education entry lottery. In the desperate scramble by more candidates for fewer places, students will not easily accept risks involved in giving up one of their "best" subjects. This the universities recognize when they say to the DES: "There may well be cases where candidates could add an AS level to their three A levels without overburdening themselves".

How many of our students will now feel obliged to take on AS levels as *additional*, not supplementary subjects? And when that happens will they not be creating from among themselves the able elite, the super-sixth-formers whose numbers may well come suspiciously close to the limited number of higher education places available?

GRAHAM TERRELL
Chairman
National Education Committee
National Union of Schoolmasters/Union of Women Teachers
Upper Brook Street
London W1

Playing safe

Sir - To ask a teacher not to show enterprise is just about as daft as to ask Gilbert Platon not to speak until he knows a little about the subject involved.

Mr Platon's view (TES, November 9) is that the non-enterprising teaching profession is the main restriction on ordinary people investing in companies because "teachers preferred safe jobs, seldom got the sack and never called for performance related pay".

The implication of his reported

speech at the CBI conference is that employees of Platon International do not have safe jobs, and that all of his employees are pressing him for performance-related pay.

If that is so, I am reluctant to invest in Platon International, preferring to put my surplus cash into Minicod, a company in my own school, founded, managed and staffed by fourth-year pupils.

M BURDON
Deputy head
King Hallam School
and Community Centre
Derbyshire

Community spirit

Sir - There are always those who seek any opportunity to pour cold water on the fires of enthusiasm and genuine endeavour. Mr Dennis Carter (TES, Talkback, October 12) appears to be one such. He seems to be suffering from a surfeit of "sour grapes".

My colleagues at Thurstable would not like to think themselves "any more talented or dedicated" than any others. Perhaps Mr Carter thinks his staff are less talented and dedicated. We do not serve the more advantaged sections of society. Does Mr Carter serve the more disadvantaged sections of society than any other school? Our resources are neither "sumptuous" nor obtained using large sums of money - they are largely free. Perhaps Mr Carter has not recognized what resources are.

The Schools' Curriculum Award was given to schools which use the resources of the locality in order to fulfil their curriculum aims. Schools have to be recognized by their com-



munity as playing an integral part in its life.

Our resources are the natural environment; the locality's history; and, above all, the people of the area.

Mr Carter is as lucky as we are, existing close to a great Roman settlement (Deva Camulodunum). He is close to the Dee estuary; we found *Aeshna mixta* (a dragonfly) in our exploration of the Blackwater. Parents and friends of the school give freely of their time and energy talking about their position and function in the community in a number of courses

RE, PSE, geography, education for life, social studies; surely he can find such help in Shotton. There is so much that can be done in fostering and maintaining community relations.

Mr Carter had the opportunity to submit a claim for an award. That he did not do so, or, perhaps could not do so is no fault of those who did.

What is wrong with trying to fulfil your curriculum aims? What is wrong with trying to serve your pupils in as effective a way as possible? What is wrong with being involved in the community? We do live in the world. We are not cut off in an ivory tower.

The award has provided to other schools a large number of examples they may wish to emulate. By so doing the drift away, of which Mr Carter complains, may be halted or even reversed.

I G PATTERSON
Deputy head
Thurstable School
Tiptree
Colchester

Six years late

Sir - The setting up of the British Accreditation Council for Independent Further and Higher Education (TES, November 9) is to be warmly welcomed although it should have been established six years earlier.

Meanwhile, two points: 1. It is a matter of regret that the opportunity was not taken to restructure the whole provision for the accreditation of private sector education.

Under the present structure a college may have to seek accreditation from more than one body. For example, a college providing oral and postal tuition for accountancy students will have to seek accreditation with the Council for the Accreditation of Correspondence Colleges (CAACC) for its aspect of its work and the BACIFE, or preferably the Association for the Recognition of Business Schools (ARBS) which one trusts will be a sectoral body of BACIFE.

2. Although the universities and directors of polytechnics have nominees on BACIFE, no provision exists for the Association of Principals of Colleges (APC) whose colleges are involved in further and higher education to nominate a representative. Yet this is the aspect of work with which the new council will be most involved.

LYNDON H JONES
Principal
South West College
South West College

Use of blandness

KEN JONES

I read English from 5 to 16 immediately after reading the DES paper on *The Organisation and Content of the 5 to 16 Curriculum*. Thus, what struck me about English from 5 to 16 was not so much the temerity with which it outlined detailed objectives for the subject, as the ways in which it related to the plan for the whole curriculum outlined by the DES.

John White has already discussed (TES, October 19) the ways in which the DES demotes the humanities. It is also worth noting the key code-words in which the department conveys the kind of values to be embodied in the new curriculum: "the principles underlying a free society" and the "broadly shared values of our society"

are terms which beg a lot of questions, and do little to reassure those who fear that whatever critical qualities education possesses are now seen as obsolete.

So what suggestions are made about the place of English in the whole curriculum? What are to be its central areas of concern, its animating philosophies? What is to be the role of English in the school's attempts to lay the basis of a national culture?

In some ways, the remit given to English is broader than given to the subject is widely defined, and its importance for all areas of the curriculum is stressed; the document doesn't overly privilege any particular kind of language use, and sees the student as an active user of language.

But what I found discouraging was the way in which the "many and varied competences" of which the Inspectorate speaks are separated from any concrete thought about the culture in which they will be employed. The use of English are persistently defined in terms of generalizing blandness, empty of any sharp or troubled concern for the way we live now.

As a result, the document suggests

for English a future more as a wide-ranging skill than as a subject, its stress on language use modified only by the most conventional treatments of the place of literature and other media.

I don't share the values of Leavis and his co-thinkers, but I do admire their concern to make connections between "English" and cultural, moral and social issues of the widest import. It is not necessary to endorse Leavis's claims for the centrality of the study of English literature to agree with him on the relevance of embodying in "English" a response to the values and cultural forms of industrial society.

The teachers who now devise work on race and gender stereotyping, and who consider the language and images of the mass media and the social and political influences upon them, are working, albeit in a radicalized way, in areas first established as legitimate by thinkers like Leavis. So, too, are those who treat the writing of students not as a scholastic exercise, but as a means of making sense of a particular, historically-formed experience.

All have decided that this culturally-focused work is of central importance. All see English as the area where this

work can take place. The HMI version of English is dispiritingly remote from such concerns. The inertness of its own language, the narrow instrumentalism of the objectives it sets, its lack of interest in the symbolic forms of modern culture, its timeless yet routine approval of the need for students to have "some awareness of the relevance of imaginative literature to human experience": all these are signs of a real retreat.

If this report has any historical significance, it is in what it demonstrates of a redistribution of influence and function among the subject areas, to the detriment of the cultural concerns of English.

As provocation studies and the "world of work" assume, uncriticized, a major place in the curriculum, so English diminishes itself in a concern with language use. Important in itself, this area, separated from engagement with defined cultural issues, is all too assimilable within the sort of "communications" course that proliferates in provocation studies: of the 19 writing objectives set for 16-year-olds, at least 15 are compatible with the

fairly restrictive requirements of a BEC course.

Defenders of the document will no doubt point to some of its broader statements: English is needed "for personal and social relationships... for understanding the experience of others".

I am sceptical. The lack of precision in these phrases, the failure to give them any content which is related to contemporary need, are signs of the appearance of a common problem in the curricular discourse of the 1980s: statements of good humanist intent often accompany, and partially mask, a development of policy in an opposite direction. Overall, I think, this is the tendency of HMI's document. It offers an English suitable, evidently, for Sir Keith Joseph's new curriculum, but distant from the more committed traditions of English teaching.

Ken Jones teaches at Barking Abbey Comprehensive, Barking and is a member of the National Union of Teachers national executive committee.

Questions of size

MARTIN FRANCIS

Eric Bolton's speech to the National Union of Teachers primary education conference was, indeed, "challenging", as Sarah Bayliss reported (TES, November 2). However, it would be wrong to believe that the final resolutions passed by the conference meant that we accepted Mr Bolton's arguments and were merely demanding INSET and non-contact time in order to implement them.

In fact, as the weekend progressed it became increasingly clear that delegates did not accept many of the assumptions that Eric Bolton was making. He claimed that these were opened questions he was asking in a professional context, and that they were unrelated to political and economic issues. But it would be naive to think that what he had to say had no connexion with Sir Keith Joseph's current thinking on the primary curriculum.

It would be even more naive to think that Sir Keith and local education authorities could not use and distort what the HMI's eventually say about subject specialism in the primary school to introduce a prescriptive, subject-dominated perspective into primary education.

Eric Bolton acknowledged himself that the questions he raised pushed you "towards size of school as an issue. If you are going to say that each primary school has to have a range of subject specialists in order to provide a broad curriculum, then (depending on the number of subjects you think ought to be covered) this has implications for the number of staff in a "viable" school.

Curriculum-related staffing, based on subject specialisms, will lead to the need for bigger primary schools. Thus Mr Bolton's "theoretical and professional" approach will lead to closures and amalgamations at a time when rate-capping is pushing L.E.A.s to make substantial cuts.

Eric Bolton's basic understanding of

primary education and the ethos of primary schools is lacking in a number of respects. His implication that talented upper primary age children are not stretched by their teachers was resented by many delegates. His understanding of primary topic work and science ignored the extensive theoretical basis and his references to the accomplishments of music specialists in primary schools contributing to the current high national standards in music ignored the contributions of class teachers who integrate music into class activities rather than maintaining music as a "separate" and specialist subject area.

Mr Bolton's concept of "curriculum consultants" as subject specialists who class teach but advise colleagues on their particular specialism seems little different to the current "post-holder" system. It becomes different when the implications of two of his comments are examined.

He said that we should look at whether we should stick to class teaching for 9 to 11-year-olds, and while implying that class teaching should be abandoned, should consider other forms of organization and flexibility for this age group. His second comment was in the form of a question: "Is there some sort of use of consultants that goes beyond the consultant advising class teachers?"

In the discussion group I attended at the conference, we did not accept the assumptions underpinning Mr Bolton's speech. Instead, we stressed the strengths of primary education. We argued that the curriculum should be determined by collective discussion and agreement of each school staff in response to the needs of the pupils and their community, that such a flexible curriculum should be child-centred and based on a developmental skills approach, with each staff deciding detailed content and progression.

We underlined the fact that primary teachers' expertise lies in being generalists able to teach across the curriculum with one of their main strengths being the close relationship they establish with children - this being best achieved through the class teaching model. We went on to say that this model necessitates adequate staff and finance with the paramount need being for one fifth non-contact time.

Martin Francis teaches at Normand Park primary school, London.

Enemies of the faith

JOHN HULL

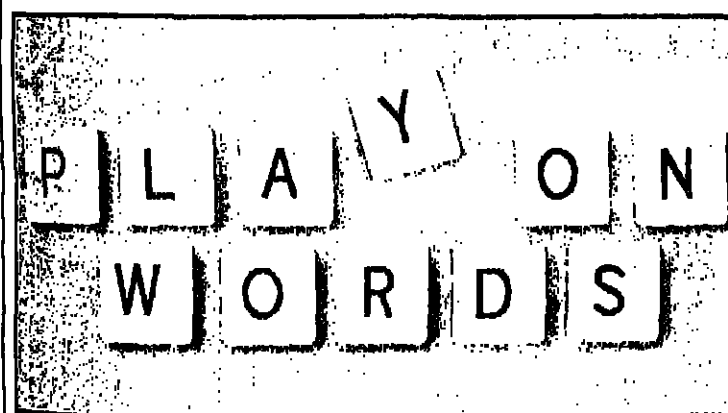
The National Union of Teachers' discussion paper *Religious Education in a Multi-Faith Society* (TES, October 19) suggests certain developments which would create a religious education more appropriate to a multicultural society. The concluding paragraphs reveal a number of misconceptions about contemporary religious education, and give rise to some rather bad press for religious education.

Paragraph 12 begins: "... there are

many teachers who find the 1944 Education Act's provision for each school day to begin with an act of worship (presumably Christian) and compulsory religious education inimical to the spirit of multicultural education."

It is, however, important to distinguish between these two requirements of the Act. It is indeed the case that "collective worship on the part of all the pupils" (Sec. 25/para. 1) presupposes a degree of religious unanimity which is no longer present in our schools. The place of the collective act of worship should be taken by corporate school assembly which would be for the celebration and the sharing of beliefs and values.

The situation regarding the classroom work is entirely different, and it is a major weakness of the NUT



The Times Educational Supplement will be running a competition for LINGOphiles over six weeks starting in the issue of November 30 (next week). We have two hundred pounds worth of book tokens to be divided amongst our winners. To qualify you must complete all six parts - we will publish one each week - and send us your answers together on one sheet in one envelope when you have completed the final part.

Parts one to four will test your knowledge and ingenuity and the final parts, your flair for invention.

The competition is open to all readers of the TES so make sure you order your copy every week - remember you must complete all six parts.

The full rules will be published with part one together with details of the prizes.

THE TIMES
Educational Supplement

document that this is not perceived. The Birmingham Agreed Syllabus of 1975 adopted a fully multi-faith approach and is an entirely legal syllabus. Of the 20 or 30 agreed syllabuses which have been published since then the majority encourage the world religions approach.

If it is, however, inhibiting a multi-ethnic approach in the schools, it is certainly not the classroom RE sections of the 1944 Act. It could be argued, on the contrary, that the Fifth Schedule of the Act provides for a degree of community participation in the formation of the religious education syllabus which is unique to this subject and which should be treasured as providing just that kind of influence from the religious communities which the well-meaning but confused NUT is in favour of.

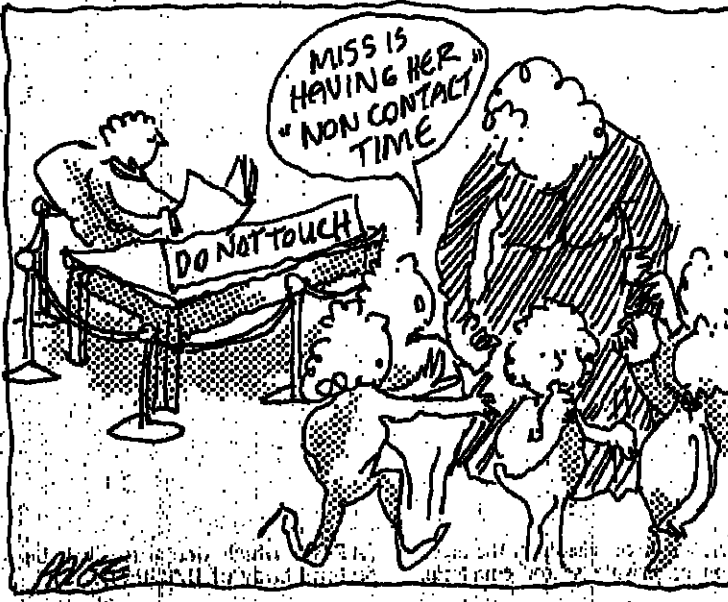
The odd thing is that the working party knew about these agreed syllabuses, some of which are mentioned in paragraphs 13 and 14, and at the end of paragraph seven it is said that: "The trend towards providing information about world religions as part of religious education is welcome". But the document gives the impression that this trend, although backed by official and reputable agreed syllabuses, is somehow unknown to the churches.

The paper says: "The union believes the time has come for serious discussions between church and education representatives on the role of religious education in a multi-faith society". Is the NUT not aware that the agreed syllabus conference normally involves just such discussions and that both in these conferences and through all sorts of other means the churches have been among those leading the way to the creation of a multi-faith RE? It seems to have been the ill-advised comment in paragraph 12 which set the press and media off on the wrong direction. Here we read: "... the responsibility for religious instruction in particular faiths lies with the churches and parents, and this should take place outside school."

This led journalists to the belief that the NUT was suggesting that religious education should be dropped from the curriculum. What the working party probably meant to say was that religious instruction in particular faiths should be the responsibility of the religious communities, but that religious education should continue to be the responsibility of the county school.

If this is what the working party meant, it is a pity it could not have said it a little more clearly. The day after the discussion paper had been published reports were coming in to me of secondary school pupils saying to their RE teachers about their multi-faith RE class lessons: "Why are we bothering to do this any more since it is all going to be dropped anyway?" With friends like the NUT working party, what need has multi-faith RE for enemies?

John Hull is senior lecturer in religious education at Birmingham University.





The YTS - triumph or travesty?

I was really looking forward to starting a proper job", says 17-year old Lynn Scott, who left school last year. "And then I went on a YTS scheme and it just didn't work out."

She worked on an employer-based scheme in a shop in Leeds. "I hated it there. I couldn't get on with anybody. I used to do more work than the girls who were employed there - and only got paid half as much. In the end, I just walked out. I couldn't stand it any longer."

Lynn left after only three months, just before she was due to start a period of off-the-job training. Some may feel she did not give the scheme a chance, but earlier this year, nearly 300 trainees lobbied MPs at the House of Commons to complain about the low pay - only £25 a week. They also wanted more assurance of a job at the end of the YTS; a certificate of comparable status with the City and Guilds and the Business and Technician Education Council qualifications; tighter controls in health and safety; and they asked for the YTS to be used to overcome racial and sexual discrimination.

The doubts about the YTS expressed by these trainees appear to be reflected in a high drop-out rate. According to a Manpower Services Commission survey in April, some 22 per cent of all YTS entrants left the scheme early. Of those, 34 per cent found work, a further 2 per cent went back into full-time education and another 6 per cent had been taken on to another YTS scheme. But the MSC has little idea what happened to over half of the YTS dropouts.

A follow-up postal survey of some 2,000 trainees - of whom more than 1,000 replied - showed a slightly better picture, with nearly 40 per cent in jobs, fewer than a quarter unemployed and nearly 30 per cent taking up other YTS places.

By the summer, over half those leaving may have got jobs, according to a further survey of 3,500 trainees who completed their scheme or left before the end. A third of those who answered were unemployed and only 4 per cent were taking up another YTS scheme. A quarter did not return the questionnaire.

Lynn is one of those who decided to give the YTS another chance. "When you don't get on well on your first scheme, it makes you think everywhere else is going to be the same. But here, the people are nice enough and it's something to do until I'm 18 and can go to college," she says of the Salem Training Workshop, where she has settled in over the past three months.

Set up in a 200-year-old church in the heart of Leeds, the workshop is run by the United Reform Church with places for nearly 50 youngsters. It offers training in seven different skills - light engineering, joinery, building maintenance, catering, printing and office practice as well as information technology, where Lynn is learning the basics in computers and word processing.

Started in 1980 under the Youth Opportunities Programme, the Training Workshop is a scheme with a good reputation. Employers are ready to take on former trainees and it is popular with the trainees themselves, who are on the whole enthusiastic and optimistic.

"It's just like getting more qualifications but getting paid for it," says one 16-year old girl getting a basic grounding in office skills. Her friend explains: "If I was on the dole, I wouldn't be learning anything. I'd just be sitting around all day. I've always wanted to work in an office. I'd been for loads of interviews and got nothing."

After her first interview since she started the scheme in November she says, "I didn't get the job but I felt a lot more confident. When the interviewer asked me things I'd done, I was able to tell her, and I knew what she was talking about."

But when it comes to getting work, such optimism is tempered with caution - there is, after all, nearly 12 per cent unemployment in Leeds. All the same one 17-year old catering trainee about to leave says: "I feel I've learnt a lot on the scheme and now have enough experience. Eventually I should get a job. All people who leave here, eventually get jobs."

A fellow trainee in engineering is not so confident, but hopes the work experience and training will enable him to help in his brother's small mechanical business if he doesn't find work.

Last year 350,000 places on the Youth Training Scheme were filled - three-quarters of the planned figure.

At one stage, one in five trainees were dropping out prematurely, though there are indications that nearly two-thirds of those leaving the scheme this summer got jobs or want to continue their education.

Government ministers have hailed the YTS as "a triumphant success". But critics doubt the figures and claim the young are being exploited, fobbed off with inadequate training and discriminated against.

Triumph or travesty? Over the next few weeks The TES examines the facts, finds out what those involved in the scheme think and looks at where it is going next.

Here Sara Parker listens to what the young trainees themselves have to say.

Another says: "I think I've learnt everything now. I'm more likely to get a job but it's going to be difficult."

The MSC has cut back on Mode B1 college and community-based places like those offered by the Salem Training Workshop. Employer-based Mode A schemes are much more relevant to future employment, it argues.

Alison Childe, aged 17, is on just such a scheme. She left school last May with five CSEs and little chance of a job with prospects. Now, she has been taken on permanently by Debenhams store in Leeds to do display and window dressing, going to college one day a week.

She applied for the Debenhams YTS scheme, thinking she would be working behind the counter, but the store, one of a chain of 68 with some 1,000 YTS places nationwide, gives its trainees a chance to work in display, accounts, office-work and catering.

Alison, who had never even taken art at school, shone in display and window dressing. "For me, working here was like being in a training class but getting paid for it. I was able to prove what I could do," she says, although she retains YTS status, pay-wise, until the end of the scheme.

Not all are lucky enough to get a job with the employer running the scheme. Debenhams in Leeds took on only three out of 20 trainees, although seven found jobs outside before the scheme finished. Yet even if there is no definite job at the end of the YTS, some trainees like Michelle Gregg, 16, feel they have benefited from the work experience alone.

"If they said would you like to go on a YTS scheme again, I'd jump at the chance. They do a good job here, you're moving around to different departments all the time. You learn something every day," she admits, however, she had problems when she started.

"I was off sick a lot and found the routine of hours difficult, coming in at 8.45 and not leaving until 5.30. It's a long time after school. Then, I thought what's the point of losing a job when you need it. I thought I'll prove to myself and the others that I can do something if I put my mind to it."

If she had taken a permanent job when she left school, Michelle probably would not have lasted longer than a few weeks. Now, she is about to leave after a year's training and work experience, with a good reference, a new maturity and at least

a chance of employment.

It is not, however, only the quality of the scheme which can affect a trainee's attitude towards the YTS but also the people with whom they work. "There is always a certain element of using you as an extra pair of hands. It depends on the individual manager in charge," says one of the other trainees at Debenhams. "A few make you feel you're just a YTS. It made me angry, the thought of having someone talking down to you when you're doing the same job and getting half as much."

Debenhams has a training officer to discuss such problems with the youngsters. In addition, they take them on a five day residential Outward Bound course, to break down barriers and build up relationships.

Getting on one of the bigger schemes with a good reputation can be almost as competitive as applying for a job. The Bank of England had 150 applications for 24 clerical places. Its technical scheme did, however, offer more of a chance to youngsters like Martin Kemp, aged 16, who left school last year without any qualifications.

He says: "There weren't many jobs the career office could offer me. I felt it was a big step forward getting into the Bank."

Not only does Martin work in the building and maintenance departments of the Bank, he also takes part in the training course run for the clerical trainees - doing sessions on number skills and interview technique.

"I'm hooked on as a learning youngster. I'd rather come here than go to college where they treat you a bit like school children. I like getting up in the morning and going to work. I just want to get as much experience as I can. People say you're only getting £25 a week but I'll manage on that. I'm really happy."

For some, however, the YTS experience is not so successful. Many of the youngsters interviewed had friends who had left a YTS scheme early because they felt it was useless or they could not get on.

"Most of my friends are working in places where they're sweeping up all the time - they're not learning anything," says one trainee. Many complain that £25 a week is not enough for the amount of work they are expected to do, they hate the obvious divide between YTS and permanent staff. In one store in Leeds, the YTS trainees have special badges so the customer can tell them apart from other shop assistants.

"I've got friends on YTS, many of whom are sick of it. It's mainly the money. They have to pay their lodging on £25 a week and it's not enough," says 17-year old John Burdis, who is on a scheme with Tioxide UK, an international chemical company with plants and a laboratory complex in the North-east.

It is a scheme for more than 30 clerical, laboratory, process and engineering trainees. Yet, in an area where unemployment is running at over 20 per cent, job prospects are bleak and the firm has been able to take on only eight youngsters permanently - and then only in the clerical and laboratory areas. Those in engineering and process work do have the promise of an interview if they apply for one of the five apprenticeships - but competition is stiff, with nearly 400 applications.

Such a depressing employment picture is reflected in the trainees' attitudes to the scheme. There is often conflict between the YTS and apprentices, who in their first year of training, are the same age but earning twice as much.

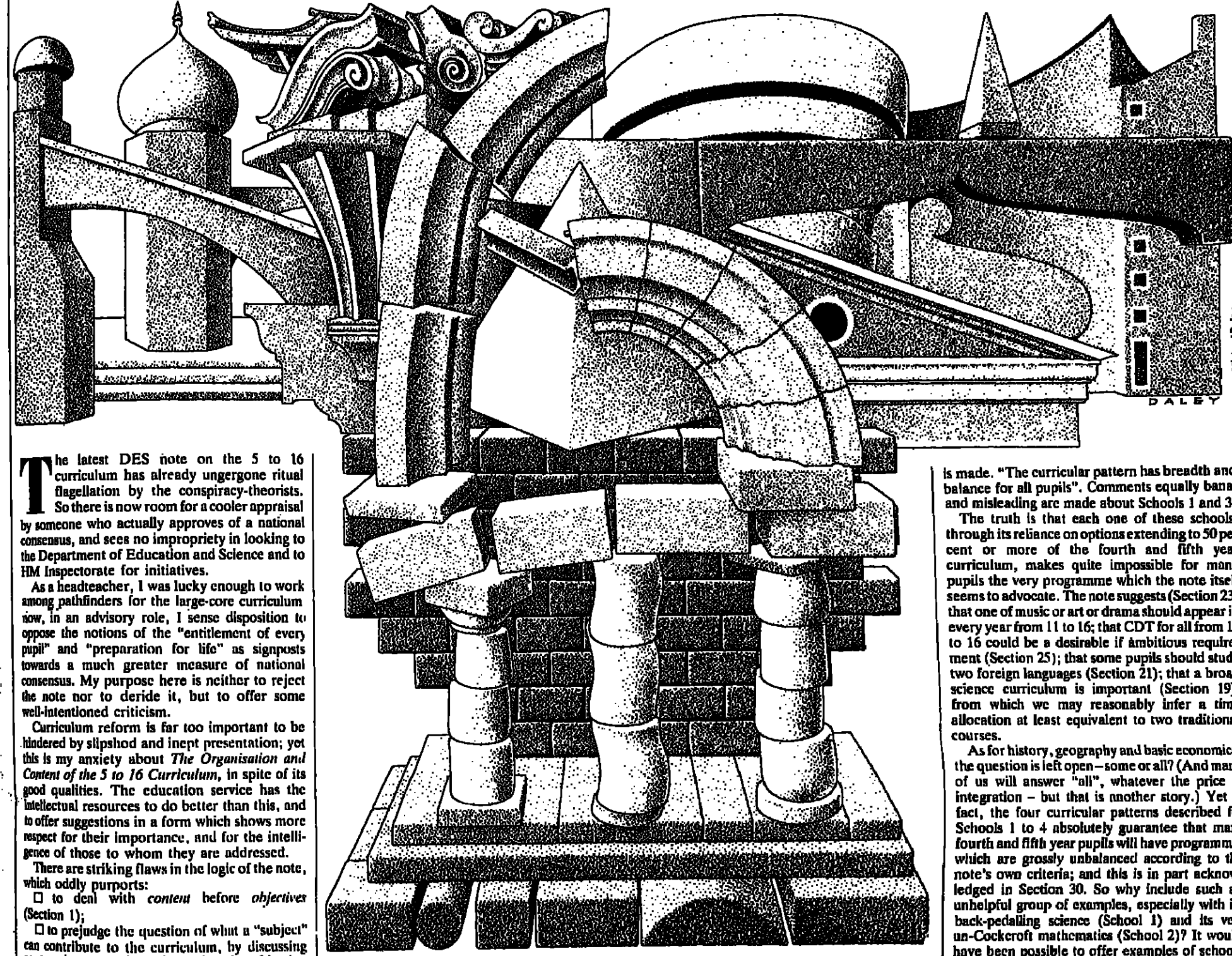
Tioxide is a concerned employer, aware of the problems the trainees face and keen to modify the scheme if necessary. Two youngsters have been elected to a special council to discuss such problems and suggest ways of improving the scheme - and there is also informal day to day contact with training officers.

But at the end of the scheme, John, who is now planning to go into the Army, believes: "I don't think YTS will help me get a job. There are too many people on it - all getting experience... I references. You're just back to square one... I would have liked it better if I'd gone to college one day a week, then at least I'd have had something at the end of it. I have the training but most people want the qualifications."

Next week: How does the YTS measure up? The views of the providers.



WORTH DOING BADLY?



The latest DES note on the 5 to 16 curriculum has already undergone ritual flagellation by the conspiracy-theorists.

So there is now room for a cooler appraisal by someone who actually approves of a national consensus, and sees no impropriety in looking to the Department of Education and Science and to HM Inspectorate for initiatives.

As a headteacher, I was lucky enough to work among pathfinders for the large-core curriculum now, in an advisory role, I sense disposition to oppose the notions of the "entitlement of every pupil" and "preparation for life" as signposts towards a much greater measure of national consensus. My purpose here is neither to reject the note nor to deride it, but to offer some well-intentioned criticism.

Curriculum reform is far too important to be hindered by slipshod and inept presentation; yet this is my anxiety about *The Organisation and Content of the 5 to 16 Curriculum*, in spite of its good qualities. The education service has the intellectual resources to do better than this, and to offer suggestions in a form which shows more respect for their importance, and for the intelligence of those to whom they are addressed.

There are striking flaws in the logic of the note, which oddly purports:

□ to deal with *content* before *objectives* (Section 1);

□ to prejudge the question of what a "subject" can contribute to the curriculum, by discussing content in terms of "subjects" in spite of having identified this very question as a matter for prior definition (Sections 1, 4 and 5);

□ to distinguish "objectives of learning" from "objectives of attainment" in Section 1: possibly "criteria of attainment" is meant?

The use of the word "additionally" in Section 1 also requires clarification: at face value, in context - "what some pupils should be offered additionally" - it seems to envisage some pupils doing more (in terms of hours?) than others - a perfectly sensible notion, even if awkward in practice for most schools. Yet is this intended?

Reform is too important to be hindered by slipshod and inept presentation

Does "additionally" really mean "instead"? Or are we simply acknowledging that all pupils should have some choice in their programmes? Careless writing is here confusing an issue of basic importance.

Elsewhere, imprecise phrasing may be deliberate. Not quite at random, one calls the following: "a worthwhile offering" (of humanities) and "insufficiently broad or balanced", both in Section 11; "the main areas" and "destroying the balance" in Section 15; and "on a worthwhile scale" (Section 22). All these phrases, and others, call for interpretation, especially in a document which seems weak on logic, and is also, as we shall see when considering its annex, capable of delivering the most astonishing judgments on practice.

I have already pointed out the note's preference, in Section 4, pupils in the fourth and fifth years spend "a large part of their time on subjects, in which they are preparing for a 16-plus

Peter Cornall favours a national approach to curriculum building but finds flaws in the latest plans

issue of what contribution can be expected under a given subject-title. Yet there is indeed uneasiness, perhaps even a vague awareness that for many curriculum-builders the subject is no longer the universal component or building-block: the implication that a subject's contribution needs definition suggests this, and so do the qualifications in Sections 1, 4, 5 and 14. We read such phrases and clauses as "main subject or element", "important elements . . . are not subjects", "cross-curricular elements are an indispensable part of the curriculum" and "subject boundaries are not rigid".

Perhaps only the consciousness of an imperfectly-repressed scruple could have allowed our author to part with so supremely meaningless a sentence as "What is at issue is not the labels under which subjects appear in the timetable . . . but the place which the subject should occupy in substance."

The gospel of areas of experience, of skills, attitudes and concepts - this has been preached, before us all, and how hard it is, we may charitably feel, for our note - writer to kick against the pricks!

External examinations at 16 seem also to be a topic which tests our author's grasp of accepted priorities. Surely the received wisdom of today, and even more of the GCSE future, is to measure attainment, albeit with rigour and precision, against criteria which directly reflect the objectives of the curriculum? There can be no place for assessment as an end in itself, with a life of its own independent of the curriculum it serves.

In several phrases, this note raises a nagging anxiety. In Section 4, pupils in the fourth and fifth years spend "a large part of their time on subjects, in which they are preparing for a 16-plus

examination". Why, so they do, but what point has the remark in a *curricular* discussion? In Section 13, "the need to allocate time for examination courses" is apparently a difficult restraint upon curricular planning: why is this so, if curriculum leads, and assessment follows? In Section 30, the balance between core and chosen curriculum is "critically affected . . . by the subjects they take in 16-plus examinations". How so, if examination is but the handmaid of curriculum?

The gravest weakness of this note, in my view, is also its most peculiar feature - the so-called annex, attributed to HMI, which is offered not, admittedly, as a model but certainly as an illustration of attempts to reconcile competing curricular pressures. It is very hard to understand the reasoning behind this extraordinary appendix, once the examples have been scrutinized by anyone who knows from experience the response to option systems of able and ambitious pupils in Years 4 and 5, whose choices almost invariably lead them to prefer reputedly high-status subjects such as sciences and languages, and to leave aside, even with regret, humanities, practical and aesthetic courses.

The examples of Schools 1 to 4 simply serve, when tested against real life in this way, to demonstrate the failure of these schools to operate the sort of curricular ideas being canvassed in the text of the note. In no relevant sense are these schools being "successful", and yet the most patently bland and foolish comments are made about them. For example, of School 2, which makes "no attempt to provide a balanced science course", which allows some of the ablest pupils to take no modern language and which halves RE time for the ablest mathematicians, the comment

is made. "The curricular pattern has breadth and balance for all pupils". Comments equally banal and misleading are made about Schools 1 and 3.

The truth is that each one of these schools, through its reliance on options extending to 50 per cent or more of the fourth and fifth year curriculum, makes quite impossible for many pupils the very programme which the note itself seems to advocate. The note suggests (Section 23) that one of music or art or drama should appear in every year from 11 to 16; that CDT for all from 11 to 16 could be a desirable if ambitious requirement (Section 25); that some pupils should study two foreign languages (Section 21); that a broad science curriculum is important (Section 19), from which we may reasonably infer a time allocation at least equivalent to two traditional courses.

As for history, geography and basic economics, the question is left open - some or all? (And many of us will answer "all", whatever the price in integration - but that is another story.) Yet in fact, the four curricular patterns described for Schools 1 to 4 absolutely guarantee that many fourth and fifth year pupils will have programmes which are grossly unbalanced according to the note's own criteria; and this is in part acknowledged in Section 30. So why include such an unhelpful group of examples, especially with its back-peddling science (School 1) and its very un-Cockcroft mathematics (School 2)? It would have been possible to offer examples of schools much nearer to success in achieving the patterns implied in the note, just as it would have been better to have kept a tighter hold on the arithmetic of time-allocation when writing Sections 11 to 29.

Respect is earned by keeping close to reality, even in a document which mixes dogmatism with speculation and open questions. If the large core curriculum is to be taken seriously, as I am sure it should, then its demands must be tested in the hardest circumstances, those of the more able and the more ambitious pupils whose time is most

'For many the subject is no longer the universal building block'

under pressure. For such students as these, might the word "additionally" be taken literally, even against difficulties? And may the humanities entitlement of such pupils, like their science needs, be met by high quality courses, either integrated or modular, which call on the contributions of different specialists?

But my purpose here is not to answer the questions of the note, whether specifically-posed or implicit: it is to beg for an improved second attempt, and to contribute to this. What is worth doing may (as I sometimes tell myself) be worth doing badly; but doing it well is much more likely to impress.

Peter Cornall is senior inspector of schools in Cornwall.

Next Week: Peter Cornall gives a practical guide to curriculum planning for years four and five in the light of the DES statement.

مكتبة من الأصل

beta
better late

I seemed strange to ask a smart, articulate businessman in his twenties if he was able to write his own name and address. But he didn't seem to mind and quickly obliged with the details correctly printed in capital letters. "I always print everything," he informed me. "The teachers said my handwriting was so bad nobody would ever be able to read it."

At our first meeting he told me he wanted promotion at work. But that would mean going on courses and to meetings, taking notes and writing reports. He badly needed help because he hadn't been any good at spelling and writing at school, although he could read well enough, having had special lessons.

We spent several lessons practising making and joining up all the letters of the alphabet - I remembered that the word cage was a useful exercise. But my student informed me that he was desperately anxious to learn to write words that he might need, not just in the future, but during the following week. It was so embarrassing, he said, not knowing them. The occupations of customers seemed to be particularly worrying: engineer, librarian, designer, builder, technician, manager, assistant, mechanic, physiotherapist, electrician... the list seemed endless.

There was no opportunity for systematically studying "sh" words one week and "str" words the next. Teaching the letters which went together and the sounds they made had to be done incidentally. He knew exactly which words he wanted to practise. I pointed out others that were connected, such as elect, electric, electrical and electricity when he was learning electrician, and Ian, the boy's name, at the end of it and also at the end of librarian and technician. He seemed delighted to note the relationships and pleased to add a few extra words to his vocabulary. *The Pan Spelling Dictionary* by Ronald Ridout and *Cassell's New Spelling Dictionary* by L. B. and D. Finberg were useful aids.

He was usually able to read the words he wanted but he did not retain any image of them in his head, and even when he knew the sounds of the letters, his auditory discrimination was so poor that he was unable to make a reasonable attempt at writing the words recognizably. Of course, he found it very difficult to find words that

he wanted in the dictionary, and needed great deal of practice. He was extremely interested in learning derivations and enjoyed looking them up in the *Concise Oxford Dictionary*, and soon he became proud of being able to recognize words of Greek origin.

I always teach my students to write a word and then cover it up and write it again without looking... and again... and again. Like most of my students, this young man needed help in studying each word and in noticing the exact order of the letters.

I nearly always find that I am training students to look at words in a way different from the way they have been used to. It is really quite exciting to watch them using their eyes and their brains in a coordinated, concentrated effort to memorize each word. It seems a totally new experience for them. This particular young man was no exception. He was amazed to find that he was capable of remembering spellings correctly.

After several weeks he thought he would like to

Heather Fogg finds the determined adult can be taught to spell and Rosemary Sassoon (below) deals with a queue of older students who cannot write legibly.



A few weeks ago a student teacher came to me in trouble. He had just failed his first year examinations because of long-standing handwriting problems. He is by no means unique, only rather more worrying than some, because surely he should have been taught to deal with these very problems as part of his training? I have a procession of older schoolchildren and university students in a similar predicament during the past year.

It is very difficult to tell precisely what is wrong with your own handwriting. You can read it so why do other people find it illegible? It is just as likely to be how you set about writing as what letter forms you write, that are at fault.

You cannot deal with adult problems in the same way that you would tackle those of primary schoolchildren. Most older students' problems will be compounded by layers of tension and frustration. It takes careful diagnosis to get to the bottom of their difficulties and to give them confidence and hope of real success.

Some people write too fast, and have to be advised to slow down to make their handwriting legible. Others write too slowly and are never able to get enough written down or to think consecutively while writing.

The former may only need to understand the

balance between speed and legibility, a concept, incidentally, that junior schoolchildren could profitably be exposed to. Slow writers may need much more help.

Bad writing habits, alone or combined with other faults, can have disastrous results - yet are so easy to point out and correct. Just take one example; paper position. Get it wrong, so that your arm has to cross your body (right-handers do this as well as left-handers) and you will sit badly and perhaps have to twist your hand to see what you are doing. This in turn can distort your writing and slow it down as well as causing discomfort, cramp or even pain.

Certain grips distort letters while others preclude or inhibit certain strokes. However, trying to change a mature writer's grip just because it looks unconventional is not advisable either. Some students have adapted extremely well to unconventional grips, and a change, especially at a pre-examination stage, would be detrimental.

It is a difficult judgment to make, but like so many things in remedial work the individual's interest is paramount. With motivation it can be quite easy to change an uncomfortable grip - plastic triangular pen grips are a great help. Young children, of course, profit from being taught a conventional tripod grip when starting

school.

In a mature individual handwriting, unlike that of young children, you do not expect standard letters. Adults do not read every letter of each word nor do they necessarily form every letter completely when writing. It is the general shape of the word that is interpreted. However, if in developing a personal hand you have adapted and then joined up a letter that was wrongly constructed in the first place, the result may be illegible. Our alphabet is made of only a few strokes and these can easily be confused.

Badly constructed letters can often be diagnosed from a written sample, although it is not always easy. It may be necessary to watch the writer in action to spot some incorrect writing movements. The writer themselves seldom notice these faults and may need a careful explanation of why their letters are a puzzle to others.

An unsuitable or incorrectly taught model, or a mixture of styles, can leave a legacy of problems. Extraneous loops and entry strokes that disintegrate at speed, are left by copperplate models. A jagged, zig-zag movement that may not even join can result from incorrectly taught italic. Overround letters from uneconomic models may also need to be dealt with. These can often be helped by demonstrating an opposite model, then finding

write some sentences so we decided that for homework he should write about what he was doing during the week, and then he could use his new skills. This proved to be a little depressing, as he wanted everything corrected so that he did not learn any wrong spellings, and there were at least four or five mistakes on each line of the one and a half pages of A4 paper.

Although he could now spell "surveyor" and "pharmacist", he was still unable to write "they" and "because" and other simple words correctly. He did not find it easy to learn these words, probably because he had often spelled them wrongly. I then suggested that he should do some comprehension exercises. Often I made them up, basing them on newspaper articles. The words required for the answers could all be found in the text so the work could have been considered fairly mechanical, but I knew it would be a hard grid for my student to learn the words and then cover the text and write them from memory. He found such exercises well worth while, and informed me that he was reading the paper much more and brought along suitable passages.

I noticed that he was often using capital letters for 'h' and 'd', and of course, he told me that he found it difficult to remember which way round the small letters should be. How useful that word had been in such circumstances.

A number of my students have been grateful for the individual tuition in reading that they have been given at school, and wish they could have received similar help in spelling. "I got into so much trouble with spelling words wrong," said the student. "I just had to do as little writing as I dared. I used to feel such a fool all the time. If only someone had realized how difficult I used to find it and could have shown me how to spell. I just didn't know how to."

He had the courage to come forward for help, and the motivation and will to succeed. I had to show him how he could teach himself to spell, and once he had gained the confidence to do so, he could. Armed with his new found skill, after about 18 months' tuition, and much hard work on his part, he felt ready to accept that much coveted promotion when it was offered to him. He left me, confident that he would be able to manage to attend meetings, take notes and write reports, and he has succeeded in doing so.

Heather Fogg is a private tutor in Hertfordshire, specialising in remedial work.

a happy medium, but young children might just go from one extreme to another.

A combination of different slants, strokes and shapes disturb both the reader and the even flow of the pen.

A flowing cursive should be quicker and appear more mature than print. Furthermore, a smoother movement is less likely to cause pain than the jerky movement involved in producing separate letters. So it may, at any age, be worth learning to join up. If every letter, however, is punctiliously joined, as suggested in many children's manuals, it may prove counterproductive. This can slow the writer down and cause the angles of the letters to change, and even the hand to cramp, by the end of long words.

Tension in both hand and mind arise from the continual worry of poor handwriting. Before you can assess any handwriting problem, much less do anything about it, it is essential to get the writer to relax.

Up to now I have been dealing with handwriting in isolation, but many people have multiple problems. With remedial pupils for example (though it is dangerous to generalize) handwriting is often easier to tackle than spelling or grammar. So it may be a good idea to deal with it first; then the growing confidence arising from an improved hand should help with progress in other fields.

However, the approach is all important. It should be constructive and confident, never criticizing the handwriting, for that is to attack the pupils themselves. Your handwriting is so much part of yourself that it may be difficult for either of you to relate to something quite different. Therefore any exercises should follow the student's personal style as closely as possible. This last sentence also applies to tutors in adult literacy and basic skills units. But perhaps they should do things in a different order.

Providing these adults can write at all they can, at least read their own script. To attempt to change it too soon might destroy even that shred of confidence (unless of course they specially ask for this guidance). Their need is more often for reading, spelling and the ability to express themselves clearly. As they progress, their growing confidence should reflect in their writing and this may be a better time to tackle any handwriting difficulties.

Rosemary Sassoon is the author of *The Practical Guide to Children's Handwriting* (Thomas and Hudson 1983) and *Teach Yourself Handwriting* (Hodder and Stoughton) published last week.

EDUCATIONAL PUBLISHING REVIEW

It's a wonder that there are any educational publishers at all in the UK in 1984. Every year schools are spending less and less in real terms, the numbers of school-age children go on dropping, and the traditional fall-back of sales overseas has all but disappeared.

The reports of the Educational Publishers' Council (EPC) make depressing reading:

- In the North-West, i.e.a.s. spend just 0.8 per cent of their education budgets on school books, and the figures for England and Wales as a whole are little better.

- The National Book League's recommended annual expenditure for 1983-84 on primary class books is a "good" £9.69 and a "reasonable" £8.06; for secondary schools, it's £15.26 and £13.16. The EPC's first surveys show that few schools will come anywhere near even the lower level this year.

- As recently as 1978, the EPC found that maths books with the old £ s d signs were still being used in Birmingham, while in 1982 a Croydon teacher told them: "Lots of CSE and O level pupils in the borough haven't even got a book to take home."

- In some areas capitulation has risen, but this disguises hidden cuts: frequently the allowance has to cover caretaking, cleaning, telephone bills and postage. So in the West Midlands, for instance, spending on books has actually fallen in real terms since 1978/79 by 13 per cent in primary schools and 16 per cent in secondary schools.

The HMI reports, now they are public, also underline the seriousness of the problem. Take their much-publicized survey of Madeley Court in Telford: "Stocks of novels, plays and reference books were altogether insufficient... The implementation of a practical course for all pupils (in music) would be made exceedingly difficult by the total lack of song books, course books, reference books... (in science) textbooks were in poor supply, pupils had access to them in lessons but generally did not have their own copies. Few reference books were held in the department."

There's no doubt about it: 1974 was a very different world. Then educational publishing was a steady and reliable, if unexciting, business: sales to receptive markets overseas prospered; in the UK many students, regardless of their ability, followed the same texts and the books themselves were generally less attractive and therefore cheaper to produce.

Robin Hyman, formerly Managing Director of Evans Brothers, who now runs his own educational and general or "trade" outfit, Bell & Hyman, identifies a number of factors that contributed to the great reversal in publishing fortunes. The prime ones are i.e.a. cutsbacks, and falling rolls which would affect the market even without the cutbacks. John Davies, Director of the Educational Publishers' Council, agrees; while spending on books rose and fell under the Labour Government, it was with the Conservatives in 1979 that cuts began to bite. The effects were immediate. In 1980 nearly four million fewer school books were bought than in 1979. With extraordinary suddenness, publishers lost their reliable UK or "home" market.

A concerted campaign by publishers and others in the trade did something to restore the market, and 1982/83 was a reasonably good year in terms of i.e.a. spending. But, John Davies points out, the greatest harm is done with the emergency cuts, the freezes on spending, and there was another round of these after the last election. 1983 gave the publishers a jolt, and the figures for 1984 are looking no better. Each publisher will point to personal successes, but overall business is severely depressed.

A number of well-known names have disappeared entirely or been swallowed up in



Robin Hyman: 'At this stage it's not a crisis, but if it continues it will be grave'



John Davies: 'textbooks will be less adventurous'

Pared to the bone

Educational publishers are passing through a bleak period. Sarah Jane Evans reports

takeovers in the last decade. Evans UK no longer exists, though it continues to operate overseas, and the various bits of the company were sold off - which is how Robin Hyman managed to acquire a ready-made primary and lower secondary list.

There was a time when there was a steady trickle of teachers into publishing, and the back of the TES always had a reasonable range of vacancies. Now, even if the vacancies existed, a scale 1 teacher becoming an editor might well take a drop in salary. A scale 1 with a good honours degree would start off at £6,252. An editor, though, might well start off at under £5,000. In an NUJ-organized house the salaries are higher, but the average is £6,000, with Hodder & Stoughton paying £5,310. After three to four years you would be earning between £6,500 and £8,000, depending on whether your company was NUJ organized or not. And if you make it to the highest grade, which is for an experienced commissioning editor and might involve a good deal of foreign travel and financial planning, your earnings will be between £9,500 and £12,500, though a good editor may well receive more than that. This compares with the top end of a scale 2,

and Scholastic some established magazines. Cassell's (except for its dictionaries) was taken over by Holt-Saunders, while Harrap's school book division was sold off only this spring to Nelson by an owner who no doubt felt the murky waters of dictionaries and general publishing to be safer. Nelson also acquired NFER along the way. A & C Black picked up E.P. Publishing, whose Chairman was John Selwyn Climmer. Collins have recently taken on the Granada list, whose imprints included Harr-Davis, while Stanley Thornes and Hulton are now both owned by the Dutch house, Kluwer (see page 30 for the latest changes at Heinemann).

What this musical chairs shows is that as the market tightens, publishers without a strong foothold tend to suffer and are only too eager to sell off their lists. The party game shows no sign of slackening. Says Robin Hyman: "I reckon that there aren't more than 15 to 20 serious and substantial publishers in the UK. Fewer publishers means less choice. The nation's education will suffer in the long run. At this stage it's not a crisis, but if it continues it will be grave."

One obvious sign of the hard times is the redundancies, which keep on coming. Nelson, for instance, is planning to lay off at least 40 staff, and no doubt many of those will take the time-honoured route of working freelance. When publishers need extra work done now they will buy the labour in at an hourly rate - with no worries about National Insurance, maternity leave or redundancy pay. Peter Collin, the Director of the Dictionaries Development Division Collier-Macmillan (despite the name he's the man in charge of the new programme for Cassell's bilingual dictionaries) says the industry has been changed entirely in the last decade: "the vast army of editors has gone for good. Now, in modern languages, for instance, you'll have one person who will probably be working part-time on the list." The NUJ, which has a strong presence in what is a fairly unpollitized business, has been campaigning to increase freelance wages, but

there is no doubt that many freelancers are being paid unrealistically low rates, and that educational publishers are among the worst offenders in this.

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which is £9,597 and the top end of a scale 3, which is £11,031. The top end of the commissioning editor scale is on a par with that of a head of year or a senior teacher, while deputy heads and heads of secondary schools would be expecting to earn more than that. So it definitely pays to start off in teaching. Since there are relatively few commissioning editors it probably pays to stay in teaching, too, bearing in mind that these publishing salaries are London rates, since that is where the bulk of publishing operates.

It's not just editorial and design work that is now done freelance; publishers are also cutting back on their representatives and turning to freelancers to sell into schools. What better, after all, than to employ married women with school-age children to visit schools? It is widely recognized, though never publicly admitted, that you can pay them less. (Inefficient though the system is, a network of reps becomes over more essential, since one equality of the cuts is the inspection copy system, which is breaking down because

i.e.a.s. complains about postal costs.)

Another feature of the last 10 years has been the dramatic rise in manufacturing costs. This year so far paper costs have gone up 20 per cent. Nor can the woe-filled publisher look any longer at bolstering his sales by getting rid of copies overseas. Timothy Sherwen, Managing Director of Thomas Nelson, says the loss of the old Commonwealth markets has been significant: "Some publishers have been too greedy. They thought the honeypot would last forever." Many developing countries now have their own publishing industries.

A further nail in the coffin of overseas sales was the successful anti-trust suit brought by American publishing against British practice. The judgment enabled them to compete in markets - most importantly, the old Commonwealth - which by an unwritten agreement the British had always kept to themselves. This decision was, however, more damaging to general publishing, where consumers don't mind whether the book is an English or a US edition.

In the long term, though, the effects could be as severe to the educational publisher. John Davies points to the immense harm that cuts in the British Council budget and increases in fees for overseas students will do. Where once old students bought British texts for their students in their own countries, this reliable market may switch to the US, which currently exports only 8 per cent of its publishing output, compared with the UK's 40 to 50 per cent.

For Bob Osborne, the key to the decade is "the major change in the sort of books teachers actually buy. There is a huge interest now in books for average pupils". Bob Osborne is Publishing Director of Heinemann Educational Books, but he was until recently at Hutchinson. Over the last 10 years he worked with Mark Cohen to build up a list for just this market: "The CSE created a new market for books that really work, and legitimized that market. This has brought a major switch of resources away from the older, academic type of publishing. Teachers are aware now that often the fault doesn't lie with the kids but with the books."

Few major texts make any real profit on their first printing. The plan always was that the money would come in on the long run of reprints. However, Robin Hyman reckons that books have a shorter life than they did 10 years ago: "syllabuses change, fashions change; teachers also like to change, rather than teach the same book for 40 years as they used to do". So if the books are to be priced competitively, the profits are small.

The computer industry has taken its toll. In many authorities book capitalism has to cover software, and in some schools hardware as well, though the industry isn't yet making the inroads that were feared. Publishers saw the computer business as a crock of gold, and many have had an unpleasant surprise. Schools aren't buying software in large numbers, after the first burst of orders, and many parents, after the initial enthusiasm for their PC has worn off in the family, are not big spenders either. Heinemann, for instance set up a computers in education company to feed the promised boom; this has now become just a service department for the publishing, providing software whenever appropriate to complement books.

So what have all these separate developments meant for educational publishing? The most obvious answer is higher prices, which have served to decrease the sales still further. "It's a tiny market now", says Timothy Sherwen. "Primary and secondary school book sales, not including libraries are around £50m. Everyone's up against it with their margins."

A number of publishers are frank about the fact that they cannot afford to innovate in a world of ever smaller print runs and impoverished capita-

continued on page 29



Timothy Sherwen: 'Some publishers have been too greedy. They thought the honeypot would last forever'

Hope and glory

The Schools Prom is 10 years old this year. That is four years older than the youngest performer in Orchestral Steel, one of 30 ensembles from all parts of the country privileged to appear at the Albert Hall next week. There is a wider range of music than ever before, reflecting the imagination and variety of the entries in the National Festival of Music for Youth, held on the South Bank in July. All the groups, from the youngest recorder ensemble to the most polished jazz combo, have the distinction of being the best in their class. Some distinguished soloists will be playing with the youth orchestras. BBC young musician of the year Emma Johnson plays the Weber Concerto for clarinet, and Naomi Atherton, runner up, the Mozart Horn Concerto in E flat (November 26); Nicholas Daniel (BBC winner in 1980) appears with Herfordshire Youth on November 27, and the highly acclaimed young violinist Nigel Kennedy is with Sheffield City Youth Orchestra on the last night. Other highlights include Welsh Middle School Choir (singing "La Bamba" - they hope they get as many requests for it as their own celebrated "Just the way you look tonight"), Flat Pavan, the early music group from Glasgow, Frodham Gamelan orchestra, whose distinctive Javanese sound provided some of the most unforgettable moments of the Festival, and the mellifluous female close-harmony group Phoenix, from Barrow V Form College. Music theatre is represented by *Willow Pattern* (Ludlow School), a restrained contrast to *Saturday Night*, all the fun of the Big Match from Holmfirth High School jazz features for the first time (Scalby School Jazz Orchestra) and there is cool, stylish percussion from the Guildford Percussion Ensemble. For some young players the Schools Prom is almost a routine (Stockport Schools Stagesound have appeared no less than five times), but for others there will still be a shiver of nervous excitement as the lights go down and a nine-year-old recorder player steps forward to announce that the Grangestown Recorder Ensemble are going to begin with "German Suite".

Atarah Ben Tovim, Antony Hopkins and Richard Baker will be introducing the concert, filling in the gaps and calming down the supporters. *The School Prom takes place at the Royal Albert Hall on November 26, 27, 28 beginning at 7pm. It is sponsored by the Association of Music Industries, the Rank Organisation, Commercial Union Assurance, and The Times Educational Supplement.*

The International Association for the Study of Popular Music is holding a three day conference on the place of popular music in higher education at Dartington College of Arts, Devon, beginning on Saturday, November 24. Discussion will centre on the problems and issues surrounding popular music in the school and college curriculum; which department, musicology or social studies? Is there a place for an academic study of pop music? Can popular music skills be taught, and should they? Speakers will include Charles Hamm, John Shepherd, Simon Frith and Paul Oliver. The conference will be of interest to teachers at all levels concerned with popular music and pop culture. Further details from David Horn, University Library, Stocker Road, Exeter EX4 4PT.

Four outstanding performers from over 50 applicants auditioned earlier this year by a distinguished panel have been selected to appear in a debut matinee recital at the Wigmore Hall on Saturday November 24. The South-East East Association offers a 50 per cent grant towards the concert fees of selected young players, to the benefit of their musical careers and the musical life of the south-east. The artists appearing this year are Eva-Maria Alexandre (piano), Tracey Chadwell (soprano), Anne Scolding (clarinet) and Nicholas Vallis (flute).

Schools within 30 miles of London are invited to visit Capital Radio to record carols for broadcast over the Christmas period. A list of four carols, which may include specially composed carols as well as traditional ones, should be sent in an envelope marked "School Carols" to: Capital Radio, PO Box 194, London NW1 3DR.

Philippa Davidson

Mother Courage and Her Children. By Bertolt Brecht. RSC Barlham Theatre. She Stoops to Conquer. By Oliver Goldsmith. National (Lyttelton) Theatre. The Ancient Mariner. Adapted by Michael Bogdanov. National (Olivier) Theatre. The Way of the World. By William Congreve. Theatre Royal Haymarket.

Four hits (each, incidentally, of interest to those who teach in schools): things are looking up. John Napier's mechanistic design for *Mother Courage* works against the play: hampering the action, worrying the actors. Courage's complicated cart circles its predetermined path in an impossibly fixed universe: negating Brecht's point that she (we) make decisions from which consequences follow. Howard Davies' direction is also occasionally perverse. Courage's face is deliberately hidden from the audience when confronted by her dead son (Alienation? Fear of comparison with Weigel's celebrated silent scream?). Marvellous acting is the draw. Jud Dench's rough, hard, tow-haired tyrant Courage, a land rat forever shifting and shifty, is an awesomely truthful creation. Zoe Wannamaker acts Katrina with fierce intensity; Lesley Duff's Yvette is loud, lascivious, unsparring; Trevor Peacock (Cook), Stephen Moore (Chaplain), Miles Anderson (Elliott) all make their mark. Hansi Kureishi's version is refreshingly wicker; George Fenton's music will do.

All the sevens

28 Up, Granada Television.

In 1963 Granada Television presented, on *World in Action*, a film about 14 children of various backgrounds. They were all seven-year-olds and the film was called *Seven Up*. They were filmed again when they were 14 and when they were 21. Every seven years they face the camera until they die or drop out. Now they are 28 and, this week, we have seen two films about what they are like now, interspersed with extracts from *Seven Up*. Granada Television has played Recording Angel or Big Brother to these people for 21 years. But the television style has changed.

The first programme was about education and class structure. Modern concerns about feminism and racism were not considered much. The boys, it was announced, are "the executives and shop stewards of 2000 AD". There was a trio of ordinary-school girls - who talked in a candid, spirited manner, partly because they were interviewed as a trio. The same applies to the contrasting trio of Kensington "pre-prep school" boys - who were exposed making rather snobbish, ruling-class remarks in snooty accents. The three boys also learned to be sharp with interviewers; but two of them have declined to appear, now that they are 28. One of them is a Chancery barrister (as he always wanted to be). The other is a television producer (perhaps influenced by his experience with these programmes). The only one

of the three to appear now is a City solicitor (as he always wanted to be) with his wife, who says: "He didn't marry a haughty deb, he married a Yorkshire lass". The solicitor has modified his snooty accent and hopes he is no longer "neoclassical little trout". These three boys all went to top-ranking public schools and universities, as their parents planned.

Among the solo interviewees there is one other girl. She was caught making snobbish remarks at her fashionable private school, when she was seven, and is now a well-to-do wife and mother. (She left school at 16.) There are to grammar-school boys expressing discontent with themselves and with society. One is a school teacher, "undervalued, underpaid", making forceful political points. The other is a university drop-out, a travelling hermit almost. In contrast, two lads from a children's home, successful working-class craftsmen and fathers, express their contentment with routine and discipline.

Three more to go. Tony is a self-conscious East Ender. He has been a jockey (riding with Lester Piggott), is now a golf-playing London cabbie, wants to own a pub - and plays Cockney characters on television, as perky as he was in *Seven Up* where he discovered his star quality (while we viewers were all feeling sorry about his scruffy East End school). The worthy Bruce now teaches at that very school (surely no coincidence?) and Bruce was another boy we were sorry for. His

private school was so strict and he seemed too pious for his own good, wanting to be a missionary in Africa. Now he teaches Africans in London. There is yet another teacher, Neil, a nuclear physicist at Wisconsin University. We first saw him in a Yorkshire farmyard, the only little boy in his community; he talked to older people, communed with nature, read about astronomy, went to a one-room village school. This has done him no harm, it would seem.

The first programme expressed the assumptions common among young male graduates in the Fifties. Schools for working-class boys were poor, and the boys left them too soon. They had no chance of careers as barristers, ambassadors or television producers. Grammar-school boys had a better chance, though hampered by their local accents. The top public schools offered grand careers, if you could survive the snobbery and discipline, but they strengthened the class system and divided the sexes. So the solution must be mixed-sex comprehensive schools financed with public money.

Television people are no longer so cocksure. Dissatisfied with comprehensive schools, ambitious parents still think private education worth the money. Television people no longer know what to suggest. But they show that television has as strong an influence on our lives (and especially these 14 guinea-pigs) as class-consciousness and schools.

D A N Jones

Not the main story

The Algerian War. Channel 4, Mondays 9.00-10.00pm.

Because they rely so much on direct evidence (newsreels, interviews), television documentaries give a misleading impression of impartiality. The first two episodes of *The Algerian War* show how misleading that can be. It includes plenty of visual material from the Algerian side, so its European bias is not just a question of omission. What it amounts to is the denial of any real history to the Algerian cause.

The history is also a question of myths. The mythology of the French Army (down to detail of the *paras* re-styled trousers) is fully exploited,

with no corresponding attention to the myths of the Algerian side (the "historic leaders" of the revolt). There is no attempt to give a context for the nationalist movement before the war or to make the distinction between political (FLN) and military (ALN) wings; the contemporary attributes all the military operations to the FLN. Ait Ahmed's reference, in an interview, to the Soummam Congress, an important stage in the movement's political development, was left unexplained.

And so on. What is important for Peter Batty's account is the war as an event in French politics, which it certainly was; but the Algerians tend to see that as incidental, not as the main story. There is no reason for this

British documentary to adopt this perspective.

Hanley, Kerr and Waites', of course, discuss the far-reaching effects of France's colonial wars in the first chapter of their guide to French history and institutions, now revised to include the first three years of the Mitterrand presidency. Clearly arranged and well-written, with much factual material and an annotated bibliography (some good works on the Algerian war), it makes a valuable handbook for students and teachers.

Contemporary France. Politics and Society Since 1945. By D L Hanley, A P Kerr and N H Waites. Routledge £6.95.

Things are looking up

So will *She Stoops To Conquer* under Giles Block's old-fashioned direction. It might be a pantomime judging from the acting styles: Tom Baker on up-toe, over-acting as Baron Hardup/Hardcastle. Lord Bryan brilliantly thins her revucast wicked Stepmother/Mrs Hardcastle; Julia Watson indicating and underlining every mood as Cinders/Kate. Tony Haygarth's lumpkin is the exception: a real bolsterous lad for the customary grotesque lout. The laughs come easily, skating over the play's questionable elements (which are frequently ignored in school productions), and it is good to see Nolly's masterpiece so prettily presented in Alison Chitty's design.

Magical design is one of the riches of Bogdanov's *The Ancient Mariner*, a spectacular nineteenth-century melodrama adapted from Coleridge's Rime. "There was a ship" cries Michael Bryant's milked Ancient in a voice of terrifying authority, provoking thunder and lightning which scatters the Wedding party, banners and all, and there it is. Up rigging, up sails, up anchor and away. Night and day, calm and storm. The changing moods are beautifully captured in sea-shanty, mime and dance. The slaughter of the silent albatross is deeply felt as are the ensuing horrors - Death's apparition marking each crewman for his own. Occasionally overdone, it is a triumph of imaginative spectacle: all the resources of twentieth-century theatrical technology, lighting and sound, ravishing eye and ear, thrilling. The false ending is a directorial mistake, as is the inept juggling.

John James

While Griff Rhys-Jones packs them in at the Phoenix Theatre with *Trumpets and Rhapsodies*, another work by Darío Fo and his wife Franca Rame is running to deserved full houses at the King's Head Theatre in Islington.

Female Parts, presented by John May and directed by John Doyle, consists of three wildly comic monologues performed here by Eliza McClelland with such forceful wit that the full-length evening speeds delightfully by. There is (of course) a radical

sexual-political scheme underlying the sequence as a whole but the principal interest lies in purely theatrical qualities - its combination of age-old Italian comic technique and expressionist stylization. This may be the third London production of the trilogy in as many years, but it differs radically and interestingly from the earlier two: it runs until December 1, and fans of Fo and Rame should not miss it.

Subtitled "The Group Theatre of London in the Thirties", *Dances of Death* by Michael Sidnell (Faber £18.50) recounts the quest for a new kind of theatre led by Rupert Doocey, Diaghilev's dancer, a visionary described by fellow-worker Britten as "beyond all endurance... completely appalling vagueness... completely impractical for all his talents". It is a story of mismanagement told in fascinating detail. Anatomies of the early plays of Auden, Eliot, Auden and Isherwood, MacNeice, Spender, Lonsdale, The Poet's Theatre; useful notes and index: an important book on an unimportant episode in theatrical history.

Next week
Penelope Fitzgerald on Robert Graves; Linette Purli Perry on Angela Lambart's *Unquiet Souls*; Sheila MacLeod on D H Lawrence.

Schools Abroad

The name of Schools Abroad, joint winner of last week's *TES Senior Information Book Award*, has not long been associated with educational publishing: it is better known as the largest school travel company in UK. We regret that we omitted to state that our winning book was published by Schools Abroad under the title *In Germany*, simultaneously with Thomas Nelson's publication of it under the title *In Deutschland*.

Schools Abroad publish a number of popular educational books including *In France* (runner up in the 1981 award), *Passeport pour la France*, *1981 Award*, *The National Curriculum Environment*, *Learning to Ski*, *In Switzerland*, *Classical and Modern Greece*, and *Italy down the Ages*.

Based in Haywards Heath, they are the leading tour operator for schools, carrying 180,000 children and teachers annually on a variety of special programmes which include skiing, educational cruises, language courses, geography field studies, and air and coach tours throughout Europe. For every programme they publish a specially produced educational title. *In Germany* is provided free as part of Schools Abroad's new scheme for language study - residential courses in Germany, a programme launched this year.

PAPERBACKS

Monty: The Making of a General by Nigel Hamilton (Coronet Books £4.95) is a revealing biography of one already legendary soldier, from his tormented childhood to his triumph at Alamein. Single-minded in war, logical, ruthless against inefficiency, paternal towards his troops and tender towards his wife and son. The *First Day on the Somme* by Martin Middlebrook (Penguin £3.95) recreates the assault which cost us 55,000 casualties in one day. The soldiers' own words unforgettably recall the carnage of trench fighting.

Somme by Lyn Macdonald (Penguin £4.95) is a meticulously researched account of the fate of Kitchen's Army in the five month long trench battle of attrition to win six miles of German held territory, at a cost of almost 500,000 casualties. Snatched leaves, Zeppelin raids and soldiers' songs provide a home background to stark tragedy abroad.

Eric Church

The Unsinkable Aircraft Carrier. By Duncan Campbell. (Michael Joseph £6.95). There has been a need for a lucid account of Uncle Sam's presence in the United Kingdom. This well-researched study provides it with a vengeance. Leaving aside the overt nationalism - which emerges explicitly in disconcerting talk of "sovereignty" - this is a hard analysis and vigorous testing of the disinformation as practised by the MOD for the past 40 years.

Between *Polaris* and *McAlpine*. By G G Glarich. (Routledge & Kegan Paul £12.95). Dr Glarich is much less ambitious in scope. He traces the impact on a local community of the US *Polaris* base and the subsequent reaction of the locals to the regiment of McAlpine's Fusiliers - the later day navies who are now building North Sea oil rigs. The appalling jargon of academic sociology leaves no room for the human voice.

Alex Morrowsmith

In *Crisis and Conservation* (Pelican £3.95), Charlie Pye-Smith and Chris Rose accuse farmers, foresters, engineers and planners of negligence to the British countryside. The only encounter they can offer to the profit motives of the powerful is direct action by committed groups.

In the second edition of *The Nervous System* (OUP £4.95), Peter Nathun dissects the mechanisms by which nerves transmit information about the body. Like many neurologists, he has wide interests and his examples range from Alexander the Great's horse to the population of worms.

In *Search of Ancient Astronomies* edited by I C Kyrri (Penguin £4.95) is a nicely produced survey of the efforts of ancient man to measure the movements of stars and planets. There is evidence of terrestrial observatories from Stonehenge to Peru, but the wilder theories of cosmic invasion are rejected.

Judith Milzroff

Pared to the bone

continued from page 27

tion allowances, though they are still prepared to take some risks in the hope of hitting the jackpot of a core textbook. John Davies speaks for them all: "textbooks will be less imaginative, less progressive, less adventurous". There is especial concern for texts in most arts subjects, where new materials are essential in a multi-ethnic curriculum. The books that are being squeezed are the fringe titles - the readers, the resource books. Nor can publishers hope to pick up major curriculum projects any longer - they have become a fond memory of the Seventies. It is for this reason that the BPC has set up a Curriculum Development Committee "since no one else will". If you want to publish an entirely new series at the time when you are least well-equipped (think spare cash) to do so. But the picture is not entirely bleak. Bob Osborne points, for instance,

to the innovative work being produced in Scotland in response to the Munn and Dunning reports, and which may have a beneficial spin-off for the rest of the UK.

Every publisher will tell you that if you produce a good book (as they always do), then teachers will buy it. But the fact remains that the only hope for growth in the market is in sales to parents and PTAs. But this transgresses the spirit of the Education Act, and there are few publishers who are seriously willing to exploit that market for their non-net school books. Timothy Sherwen says that there's a theory that in the second Thatcher government what we are seeing is an undercover way of privatizing school book spending, though he can find little hard evidence to support this. In France and Germany the opposite has been happening - where children have traditionally bought their own books. As Peter Collin says, this had the good effect of encouraging the habit of visiting bookshops at an early age, though it placed an enormous financial burden on parents. Now, however, the state buys the books and publishers and booksellers are waiting at the overnight disappearance of British practice, where and their conversion to never goes outside a bookshop. Still, there's no doubt that in that last 10 years there was a good deal of overpublishing

Capitals

The World Cities (3rd edition). By Peter Hall, Wolfenfeld & Nicolson £12.50 and £6.95.

A welcome third edition of the standard work on the world's great business and political centres which investigates clearly and readably how eight metropolitan regions in the capitalist and the communist world, the developed North and the developing South, have fulfilled common functions, despite their superficial differences. The text is "expanded and revised" since thanks to the winds of international finance and the new international division of labour the conventional view about continued metropolitan growth has had to be refined.

For while the capitals of the Third World look set to have the fastest rate of population growth, the biggest housing problems and the largest traffic jams alongside their increasing industrialization, for the first time since the Industrial Revolution some of the great cities of the developed world are beginning to contract. The only people who now have to live in great cities, it has been said, are those whose dealings have to end in a handshake, a fist fight or an embrace.

Anne Corbett

Rebellion in the Veltz: Political Struggle in Bolivia 1952-1982. By James Dunkerley. Verso £5.95, 0 85091 794 0. *The World Crisis: Its Economic and Social Impact on the Underdeveloped Countries.* By Fidel Castro. Zed £3.95 0 86232 251 0. *Garrison Guatemala.* By George Black with Milton Jamall and Norma Stoltz Chinchilla. Zed £6.50 0 86232 187 5. *Getting to Know the General.* By Graham Greene. Bodley Head £8.95 0 370 30808 5. *Words Unchained: Language & Revolution in Grenada.* By Chris Searle. Zed £6.95 0 86232 247 2. *Grenada: Whose Freedom?* By Fitzroy Amburley and James Dunkerley. Latin America Bureau £2.95 0 906156 25 4.

It is perhaps a measure of the English-speaking world's ignorance of and indifference towards Latin America that even basic textbooks about its countries are lacking. It is also an indication that things are beginning, slowly, to change that a few are at last becoming available, thanks largely to the efforts of small, independent publishers.

Three of the volumes under review can be said to fill the role of good textbooks - clear, chronological, expository of events coupled with authoritative analysis. The best of them is James Dunkerley's *Rebellion in the Veltz*, a political history of Bolivia since the 1952 revolution. In as much as his potential audience has an image of Bolivia at all it is probably a stereotype "banana republic", with a series of comic opera generals overthrowing each other in endless and inconsequential succession. Che Guevara flitted briefly across the stage in 1967, and since then Bolivia has made a name for itself only as a producer of cocaine.

The picture that emerges from Dunkerley's absorbing and well-written narrative is rather different and should, if it receives the distribution it deserves, do much to set the record straight. The leading actors in Bolivian history, according to this account, are the tin miners, a geographically concentrated industrial proletariat of quite astonishing maturity in an overwhelmingly agricultural country.

The experience of Bolivia as a tin producer for an unstable world market could almost be taken as a case study for the arguments set out in *The World Crisis*, a volume prepared by a team of Cuban economists for the Non-Aligned meeting of 1983. It is a powerful and well-organized presentation of the case for a new international economic order, a sort of anti-Brandt Report, spelling out the impact of the recession in the developed (capitalist) countries on the poor. It is a valuable statement of the Third World's viewpoint, and its proscriptions underline that the gulf separating the rich and the

More textbooks please

poor is not simply one of resources: Castro points out that the money currently squandered on armaments could easily take care of the underdeveloped countries' needs over the next 20 years, and that the external debts of the impoverished should be cancelled because what has been taken from them already in unequal trade, profits and interest far exceeds the amounts owed.

George Black's book on Guatemala is both a useful narrative of recent developments and an indictment by an American of US support for a particularly brutal dictatorship. That support was cut off in 1977 by President Carter, but the present Administration is more understanding of the military regime's point of view. Little has been written about Guatemala during the recent preoccupation with Central America, but Black rightly points out that the Americans regard it as the key to the region's future. The Guatemalan military know this, and pursue their own course, indifferent to pressures. Black's book is a timely reminder that small and disregarded countries have a way of forcing their way into the world's attention at the most unexpected times.

Graham Greene has a good track record when it comes to spotting such trends, and his latest book, *Getting to Know the General*, shows that he has not lost his touch. On one level it deals with his education in the realities of US-Central American relations from the time of the Panama Canal treaties of 1977. On another it is the story of his developing relationship with his tutor, General Omar Torrijos, the Panamanian strongman who negotiated the treaties and was later killed in a mysterious air crash. Through Torrijos Greene met many of the leading Nicaraguan and Salvadorean revolutionaries, and has something of like tenacity to say about all of them. Like Black he is clear whose side he is on, but is never simple-minded, and his brief volume is a good introduction to the political complexities of Central America as many a weightier tome. It also confirms the impression given by *Monty's Quixote*: at 80 Graham Greene is writing as well as ever.

Chris Searle's book is the most partisan of all; his emotional identification with the late Maurice Bishop and his truncated revolution in Grenada is total. He spent two years as a teacher in Grenada, before US military force cut short the experiment, and feels confident that the cultural and linguistic liberation set in train then can never be reversed. A cooler assessment of the Bishop years can be found in the Latin America Bureau book. This "instant history" is particularly useful on the internal debates and divisions within the New Jewel Movement which came to a head in the coup against Bishop and made the US intervention inevitable.

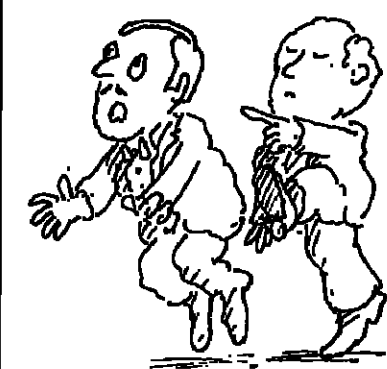
Colin Harding



hardback literary first novel looked as if it was going to disappear altogether and the market was saturated with glossy square picture books on everything from country diaries to workouts for women. Yet trade publishing has learnt a few new tricks and seems to be recovering from the nadir of a few years back. It remains to be seen whether educational publishing, so pared to the bone already, will be really worth talking about a decade hence.

There's an old saw that publishing's gentlemanly business and that a decent chap with the right contacts will 'get on' (note that there's no mention of decent women in the old saw—I'll come to that later). Though every eager publisher will deny this, and say that publishing has become a hard-nosed piece of commerce, there's still a lot of truth in the old wisdom. Publishing is a friendly business, and can be remarkably cosy, especially if you work in a family-owned firm.

In one respect, though, the old saw is quite wrong, and that's when it comes to the unsavoury business of redundancy. No one likes to make a decent chap redundant, and gentlemanly publishers like it least of all. This can be the only charitable explanation for the insensitive bungling that has been going on in the past decade as the need to make substantial savings on salaries has grown. While a number of publishers have made healthy profits on books about how to cope with redundancy—publishers will cash in on any disaster, so we'll no doubt soon be seeing books about how to become a surrogate mother and fight the legal action if you decide to keep the baby—none of them, from my researches, seem to have the first idea



about how to get rid of their staff gently.

Part of the problem could stem from the fact that few companies are large enough to have their own personnel officer, who should have some experience in softening the blow. Still, personnel officers don't always work. Take Benrose, the successful Derby-based printing company, who decided, after some years of grand expansion to withdraw from publishing (all of which was based in London, and operated more or less independently from the parent company). Benrose had a well-developed and sensitive personnel department, but it nevertheless managed to show its articulate and experienced staff a standard film head office used for its manual workers about redundancy and job-hunting. This was the

Insensitive bungles

Sarah Jane Evans on some recent take-overs and redundancies

last straw for many: the one thing they did not want was to be treated like another batch of printers.

The Benrose employees had been suspecting for some time that cuts might be made. But for some time the axe falls without warning. Take Harrap. In 1976 the business was bought by one of Lord Hartwell's (he of the *Telegraph*) sons. A new owner always signifies some changes, but the business continued broadly along the same lines. In 1983, though, the owner started looking for a buyer for the educational division, and he finally made a deal with Nelson, part of the Thomson organization. The first the Harrap staff knew of this was when the Nelson NUJ chapel told them. The sale went through earlier this year and over 30 staff were laid off. Now Nelson itself is going through a further round of redundancies.

The NUJ often works like this as a grapevine, though only 31 publishing houses are NUJ-organized (ASTMS also has a publishing section). Its most important function comes often when it is too late to save any jobs. Take Evans Brothers, which was acquired (inexplicably to the staff, since he showed no Robert Maxwell-like intentions) by Lord Lever a few years back, having previously been a family company. It was decided to close down its newly-revived trade publishing, and to transfer the staff to the educational side. Armed with the figures on which the reorganization had been calculated, the NUJ chapel, with the help of NUJ head office and Christopher Hird, a journalist and ex-finance officer who was then working at the *New Statesman* and who could "read a balance sheet like a book" as one ex-Evans employee recalls, they came up with an alternative plan. "None of us worked at all during that time, we were so busy drawing up alternatives. If an author rang it was really a bit embarrassing."

However, the trade list was cut. Most of the trade staff had no experience of educational publishing, and no desire to learn. So the NUJ managed to negotiate a six-month period during which they could leave with full redundancy pay if their new job did not suit them—as most of them did, using the six months as a paid job-hunting period.

The Evans management performed one of the most popular insensitive

bungles: they fired a member of staff who was on holiday. The other most popular date is just before Christmas—this may ease the managers' consciences over the turkey since they have finished with the unsavoury business, but it does nothing for their employees' digestions. I have so far omitted one nicely nasty time to make the chop—and this is where women come in. The number of women who have been fired while on maternity leave is legion (and married women also get it in the neck when it comes to redundancy).

One takeover that hit the headlines was that of Thomas Tilling by BTR (British Tyre and Rubber) in June 1983. Tilling's interests in the construction industry attracted BTR, but in the takeover BTR also acquired Cornhill Insurance, Freddy Polly lights—and the Heinemann Group. Publishing always reacts strongly to the idea of being managed by philistines (as it regards non-publishers) and everything that has happened to the Heinemann Group since then has only served to reinforce existing doubts. It's true there has been an exceptionally high turnover of staff since BTR stepped in, and not all of them have been replaced. A number of senior people have left: Alan Hill and Hamish MacGibbon, to set up Hill MacGibbon and produce software; David Hill to build up the academic publishing of Sage Publications in Europe; and, most recently, the colourful Chairman of the Group, Tony Rosenthal, announced that he was leaving. Rosenthal, who has subsequently gone into partnership with André Deutsch, was the only one to say that he was leaving because he did not like being managed by a large corporation.

BTR has not assisted its image by recently deciding to sell off David Hill's tertiary social sciences list to Gower, and by allowing rumours to develop that it might be about to cut back severely on the growth of its prestigious Afro-Caribbean list, or that even the ELT list might be sold off. In fact, BTR have inherited in Heinemann Education a very strong back list—stronger perhaps than Nelson's, who are also undergoing reorganization at present—and seem to be investing in building a new secondary list. And as for those who left Heinemann, many will say that they were

lured away by irresistible offers, rather than driven out by the alleged philistinism of their employers.

The blow always seems to come hardest in a family company, which is probably why the cuts at Routledge & Kegan Paul earlier this year caused such a stir in the trade press. Routledge is not exclusively family-owned, but the family are still very active in the company and no one therefore ex-



pected them to wield the hatchet in the ordinary way. When, after news of restructuring, it was announced that four directors had agreed to leave, there was some surprise. Still, chopping directors is a quick way of saving a good deal of money, without removing too many individuals. (There is a cost, though: the four directors' compensation is reported to have approached £120,000.)

When a list or a company is sold, it's not just the staff who are in jeopardy. The new owner will have acquired both the actual books and the old owner's contractual obligations to authors. So, having bought a list perhaps to provide himself with a ready-made company or some instant turnover, he may have to divest himself smartly of a good deal of the stock—and the authors. If a publisher wants to sell off excess stock to one of the remainder merchants, then he has to offer the stock first to the author, who may wish to buy his books back. Still, the stories abound of unsuspecting authors

wandering into bargain bookshops and finding their life's work exposed to the world at £1 a time. Rarer, but still frequent, are the cases when authors discover that all the remaining copies of their book have been pulped without their being told.

The usual excuse given is that the publisher could not trace the author. But when it costs so much simply to store books in warehouses, one cannot help feeling that the publishers have not put themselves out to wait for a reply to their letters. This can be much more of an issue in educational publishing, where many books simply go out of date and have no value, even as reminders. Education authors should always make sure they know where the remaining stock of their book is, once the royalties start to dwindle.

The position of an author who finds that his publisher has been taken over by another is somewhat like that of the stereotype of the second wife or husband who takes on a new family. "Will you like me?" At Nelson's the new "family" took the direct method with the Harrap authors: two letters were sent out, one saying the author's books would be continued, the other that they would not. This is far preferable to the feebleness of many new owners, who say nothing but gradually make it plain by their lack of interest in the author that they would rather he went elsewhere. It can be an alarming experience: one moment a publisher, a force of sales reps is working to sell your book to schools and shops, and the next the book is lying forgotten in a new warehouse. And if a company is sold, the authors are always the last to know. Yet if an author decides to change his publisher, he is usually showered with bad publicity. The rule seems to be that it's perfectly acceptable for publishers to mistreat their authors, but quite disgraceful for the author to do it to his publisher. In mitigation I have to say that takeovers can be a good thing. One publisher, who had better remain nameless, found that the list of authors he acquired contained many who were dead, though the seller was not aware of this.

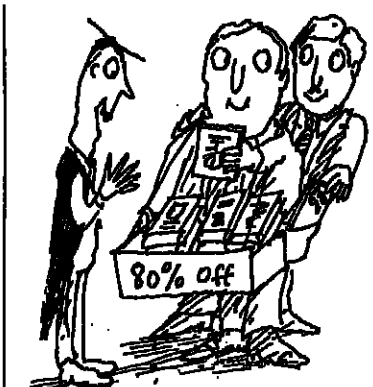
Still, the message is: if you are asked to write a book, don't feel flattered. Investigate your publisher's financial circumstances carefully, get expert advice on the proposed contract, and remember that your publisher is the one who ought to feel beholden to you for the good fortune of being able to publish your book. You may even be lucky enough to meet an editor who has been through the business of takeovers and redundancies. You will be lucky because what all those who have undergone the fumbblings and bunglings share is a determination never to treat others as shoddily as they were treated themselves.

The hard sell

Jessica Saraga on the book suppliers

regardless of other considerations, so the pressure is on to pare profit margins down nearly to the bone. This can be done on textbooks because they're not subjected to the Net Book Agreement, a legally upheld agreement between publishers which dates originally back to 1900, not to allow books to be offered to the public at a discount, in order to protect booksellers' margins and thus their own outlets. But since 1920 when Cambridge University Press led the way in excepting textbooks from this agreement, these have been regarded as non-net, so discounts from the publishers' prices are fair game, and this is where the competition is concentrated. What makes it so stiff is the fact that because non-net books tend to be expensive to produce but sold in bulk order, publishers themselves offer book suppliers only about half the percentage off their suggested price that they offer on net books. Typically, the discount on non-net books is about 17½ per cent. It's within this 17½ per cent that book suppliers have to manoeuvre in order to compete, hoping to pick up profitability on the net books they also supply for school libraries.

But at the moment the proportion of net to non-net books sold to schools is declining fast. A more useful question in other educational materials: Hestair Hope, the big Oldham supplier, supplies all kinds of stationery and equipment as well as books, and so do some of the other suppliers, but those who



are dealing in books only are on a hiding to nothing.

This summer one of them, E J Arnold (Cumbernauld), a big contractor in Scotland and the North of England, decided to give up the unequal struggle of book supply, and ceased trading. Other book suppliers are keen to tender to renew its expired contracts but the general feeling in the book trade is that it is a depressing sign of the gloomy times in which the middleman is going to be the first to suffer. If your reaction is that cutting out the middleman seems like a rationalization, it might be worth remembering that your local bookshop is a middleman too, and that shops and suppliers equally see one of their functions as ensuring range, variety,

choice and well-spaced outlets all over the country.

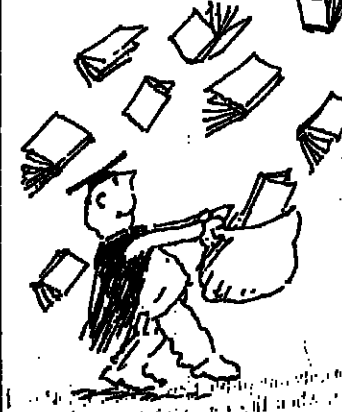
Nevertheless, we live in a mixed economy, so it is possible for local authorities, if not to eliminate the middleman, to act as the middleman themselves, or form a consortium to do so, buying direct from the publishers. Direct Purchasing Organizations have existed in some cities and counties since early this century; the GLC's direct purchasing arrangements were inherited indirectly from those of the London School Board made in 1875. But in the last 10 years since the Local Government Act 1974, DPOs have tended to proliferate; the largest now is probably the Yorkshire Purchasing Organization, which comprises nine Yorkshire authorities.

For some commercial book suppliers, the DPOs are the villain of the piece. Foyle's Educational are particularly bitter about them, suggesting that they only keep prices of non-net books low by offering suicidal discounts, then subsidizing their payroll, warehousing and carriage overheads from the rates. Unfair competition, say Foyle's. Economies of scale, say the authorities. Another source of recrimination is that some DPOs say that the only trading transaction they're involved with is the purchase of the books from the publishers; handing them on to the schools isn't trading. Thus they can effectively pass on net books as well as non-net books at the discount and hit commercial suppliers right where their profits

are. Whether or not this is an exact interpretation of the situation, there is no legal sanction: the Net Book Agreement isn't a law, just an agreement upheld by the judges in the Restrictive Practices Court which investigated it in 1962. All the publishers can do is refuse to trade with anyone they believe contravenes it, just as they could decide, in the long-term interests of booksellers, not to agree to open an account with a newly formed DPO. But they can only make these decisions individually, not as a body, because acting in concert to black a customer for whatever reason really would violate the Restrictive Practices Act. On the whole, they don't seem to go in for much unilateral altruism.

Cuts and hard times certainly seem to be putting the Net Book Agreement under pressure. Even bookshops, in the London area, have been known to offer 10 per cent discount on a large order of books "off the shelf" for school prizes. The publishers would not be at all pleased, although discount

continued opposite



Books and the World Bank

Peter Parker investigates the rapidly-changing international market for educational books

British Council started work. Books have always been a key part of its aim to foster cultural links with other countries (last year, for instance, its 111 libraries around the world held two million books). The Council's strongest area is undoubtedly ELT texts, where it often co-sponsors projects with publishers. But recent cuts in the British Council's budget, and fears of more to come, mean that the World Bank's discovery of textbooks has come at a propitious time for British publishers. No other publishing industry in the world is so dependent on and orientated towards exports. More than 22m English language teaching books were sold overseas last year. Books account for some 1 per cent of all United Kingdom exports; a third of industry's output is sold abroad. In educational publishing this proportion rises to a half; and at post-graduate level to three-quarters—facts which make it harder to understand the present Government's insistence on discouraging overseas students from studying in Britain. For, as Mr Bryan



Bennett, vice-chairman of Edward Arnold, says: "If we don't invest in overseas students, our books and trade will suffer. Already the US government gives 50 times as many scholarships for the Chinese to study in America, as does Britain here. But there is no indication that the Government will listen to us." The Soviet

Union is equally active; according to the United States Information Agency, Soviet book exports over the last decade have grown by 25 per cent each year, and nearly a third of them are in English.

Throughout the 1970s educational publishing boomed but, says Mr Julian Rea, managing director of the African and Caribbean division of Longman, this hid publishers' increasing reliance on the Nigerian economy. World Bank figures show that in 1960 Western countries spent 14 times more on each pupil than poorer third world countries. By 1975, after the first great oil price rise, the gap had widened, and the ratio was now 31:1. Meanwhile Kenya, Asian and old Commonwealth countries had become steadily more self-sufficient. Then in 1982 the Nigerian economy collapsed, and although it has not restored, nor can it, those past fortunes. Evans Brothers says that it is now a fifth of its former size. Mr Rea says that but for the international aid programmes his division would have

shrunk by two thirds or even three-quarters, instead of by a mere half. Mr James Curry, editorial director of Heinemann's Africa and Caribbean department, is trying to repeat the success of the seminal and unique African Writers Series with a Caribbean Writers Series. Print runs for the African series, however, have been cut from 10,000 to 3,000, and as many copies are sold outside the continent as within.

The impoverishment of so many countries and the expansion of World Bank activities has led to operational changes. Mr Rea says, "We tended to work through subsidiaries or directly, and were able to make our own assessments. Now the market has changed. We are no longer working with schools and booksellers, but with governments and the people making grants. This restricts the number of titles and cuts down the potential for creative input from publishers, and they feel it quite strongly."

The enthusiasm generated by such development funds varies—some say according to the success of publishers in winning orders. Thus Mr Stephen Pawley, managing director of Evans Brothers, "The World Bank is very important, as are all the other agencies, the EEC and the ODA (Overseas Development Administration), who are thinking of educational aid, and you have to keep your ear to the

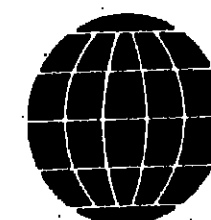
continued on page 32

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books might seem wonderful to you and me, lower prices can only mean fewer books published, fewer outlets, and eventually higher prices anyway, in their reckoning.

So much for the woes of the trade. Schools on the other hand should be benefiting from the competitive situation. It's not easy to find much evidence, though, of individual schools ordering any other way than they've always done; it's the school secretaries rather than the teachers in any case who are most on the ball about ordering procedures. Whatever the system, the most common complaint is of delay, and the most common reason, though it's not often realized, is the marked national peaking of ordering at the end of the summer term in preparation for the new school year. Orders in the winter off season would be processed much faster. Other complaints relate to the nature of the supplier used. Foyle's Educational claim to turn round orders in a fortnight, much faster, they claim, than the GLC, but they operate nationwide and they do sometimes have trouble with their carriers.

Local Authority DPOs don't always have such a variety of stock as the commercial suppliers, but at least they're on the spot as far as the schools are concerned. Even more on the spot are the local bookshops favoured by some schools in authorities where no overall contract is awarded, but you have to weigh up the advantage of getting books as they become available with the inconvenience of deliveries of loose copies and the multiplicity of invoices generated. What would be appreciated would be a chance to see more books displayed together rather than only one publisher's offerings at a time, when the rep comes round.

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Books and the World Bank

continued from page 31

ground for all these sorts of deals". While Mr Peter Mothersole, managing director of Oxford University Press's education division, says, "World Bank money has not yet proved very important to us".

But most large education publishers consider that school publishing will form an ever smaller part of their business. Mr Rea: "Even 20 years ago UK educational publishing dominated in Australia as it has done in Nigeria. In the long term it's not reasonable to expect that foreign publishers should supply a substantial part of another country's school books from abroad." Mr Bennett forces continuing sales in supplementary course material and in the adaptation of other books so that "the wheel does not need to be invented twice", but he says "the days of selling 50,000 copies have on the whole gone, especially at primary school level". Figures from the Publishers Association show that in 1983 30 per cent of primary school books produced in Britain were exported, compared to 40 per cent of secondary school ones.

However if the school market is declining, the newly literate classes should form a new market and one on which everyone is betting. As Mr Mothersole says: "The biggest potential market for UK publishers is the tertiary level for technical, vocational and university books. That's where the big money could be. But it's much more difficult because American textbooks are more suited to most of the world's first degree courses. Our own universities are more idiosyncratic."



All publishers expect that fewer complete books will be exported from Britain. There's no doubt that further cuts in the British Council programmes could do long-term damage to tertiary education in the UK, and to publishing at the level. Licensing arrangements, joint ventures and co-publications will form the likely pattern for the future, and this is an area where British publishers still have residual strengths.

For the main English educational publishers - OUP, Longman, Macmillan, Edward Arnold, Nelson and Evans Brothers - all have subsidiaries or close associations with locally based concerns. Their very ubiquity and professionalism is a source of strength and a matter of criticism. Mr John Macpherson, an educationist at the Commonwealth Secretariat, argues: "If British kids were dependent for their education on books from Japan, imagine the fuss. We want to make developing countries much more self-reliant. So long as financial control is retained in a metropolitan country, the real control is not in their hands. In production terms locally produced textbooks are initially often not as good and cost much more. But the important thing is that developing countries gain the skills and the confidence to do it themselves, because then they are more likely to have books that really meet their educational needs."

And yet Mr Macpherson concedes that British publishers have an unrivalled reputation for fostering indigenous publishing industries. India, Hong Kong, Singapore, Malaysia, Kenya and Nigeria all have major publishing houses, and Tanzania, Uganda and

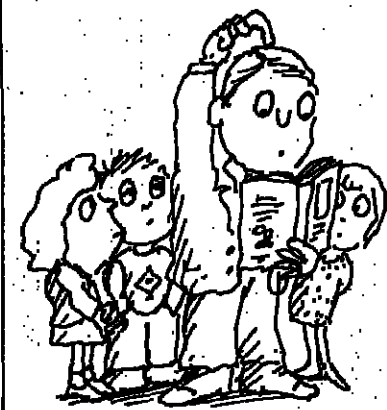
Pakistan significant ones. This may not seem a particularly striking or unnatural phenomenon, except that the French, Dutch, and Americans apparently left none of their colonies with any such capability. Mr Adrian Soar, chairman of Macmillan Press and Macmillan Education, says: "The Americans have always been bad at training others to be publishers. Therefore they have never made major inroads into Africa... Historically they have shown themselves to be extremely bad at collaboration. It even happened in London. American publishers have a habit of thinking they can decide things in New York. But you can't; you have to create expertise on the ground."

The result, both he and other publishers say, is that French Africa is still dependent on Paris, and neither Indonesia (with a population of some 145m) nor the Philippines have had the capacity to produce their own school books. Hence another consequence. None of the collaborative projects using World Bank funds involve US publishers; all partnerships seem to be with UK-based publishers, according to Ms Barbara Searle, an educationist at the World Bank's education department.

But as Mr Macpherson points out, supplying schools with books is fruitless if it is a once only exercise. The World Bank is attempting to overcome this limitation by funding projects in which overseas publishers promote local industries. In Indonesia, for example, this would involve not just design, subediting, printing and monitoring skills, but also the establishment of transport and warehouse facilities covering some 13,000 islands.

One man with enviable knowledge of the lengthy process of fostering local publishing industries is Mr Tony Keat, of the Publishers Association. He says it takes a minimum of 10 to 15 years, an estimate not far removed from Dr Heyneman's who says, "What we have learned in the last 10 years, is that developing books is not simple. We used to think that within five years a country could devise a new curriculum, and design, edit, evaluate and print the books for it. Now we are more realistic. It takes at least five years just to reprint". The implication is that funding must be secured for the long term re-financing of a textbook project, whether by general taxation or direct parental contribution. For Dr Heyneman says, "Our interest is in seeing that countries set aside sufficient to republish or reprint textbook materials".

Development is bound to be an uneven process. Mr Hugh Hawes, director of the department of education in developing countries at the Institute of Education, says that the World Bank, although "remarkably important... still somewhat believes that a book is a book, and this is still as worrying as it was before." Too often, he says, the people who devise the syllabus and write the textbooks are graduates with little or no knowledge of primary schools and the ability of those who teach there. And the books they prescribe are simply beyond the capacity of most teachers who have rarely been past secondary school. Publishers are aware of this problem. Last year 4,000 teachers in Mexico attended Macmillan seminars to learn how its textbooks should be used. A similar service is being offered in Saudi Arabia. But it will be many years before this observation of Mr Hawes ceases to be at all accurate: "The truth is that I don't



Cartoons by David McKee

know what kind of printed material communicates with not very well trained primary school teachers, and neither does anyone else."

Peter Parker



Addison-Wesley
Owned by Addison-Wesley Publishing Co Inc (USA).

Edward Arnold
Privately owned; the majority shareholder is Anthony Hamilton.

E J Arnold
Owned by Pergamon Press, which is a majority shareholder in Robert Maxwell's BPC. Arnold Wheaton is the publishing division. E J Arnold has recently pulled out of school book supply.

BT Batsford
The shareholders are all current or former employees. Subsidiary imprints: Batsford Academic and Educational, The Dyrad Press.

Bell & Hyman
Robin Hyman has the controlling interest. The "Bell" comes from G Bell, the maths publisher, whom Hyman acquired. Bell & Hyman also acquired the Mills & Boon educational list, and the Evans UK list.

A & C Black
The Black family hold a substantial interest in this public company. Black's have picked up several companies in recent years, including EP Publishing (who produced the "Know the Game" books) and Ernest Benn (of the Blue Guides). Black's also publish *Who's Who*.

Blackie
Owned by the Blackie family. Subsidiary imprints: ITC, Surrey University Press, Leonard Hill Abelerd (formerly Abelerd-Schumann before Blackie bought it). **Blackwell**
Owned by the Blackwell family. Under recent reorganization, the Martin Robertson imprint no longer exists. Subsidiary imprint: The Shakespeare Head Press. Blackwell also have a 50 per cent share in Blackwell Raintree, though this is currently under review.

Blandford Press
A subsidiary of Link House Books, which is owned by Link House Publications, the publishers of *Exchange & Mart*. The acquisition of Arms & Armour Press has just been announced.

Burke Publishing
The major shareholder is the Chairman, Harold K Starke. Subsidiary imprint: Harold Starke Ltd.

Cambridge University Press
A department of the university administered by a Syndicate of the great and the good.

W & R Chambers
Owned by the Chambers family. **Child's Play International**
Owned by Michael Twinn.

Collier-Macmillan
Owned by Macmillan Publishing in New York, which has nothing to do with Macmillan, the London publishers. Depending in which part of the world you live, Collier-Macmillan or Macmillan distribute the dictionaries which Cassell formerly owned and which Collier-Macmillan now produce; in the UK, though, Holt Saunders are the distributors.

Collins
In 1981 the majority of the Collins family sold their holdings to Rupert Murdoch's News International. The company successfully rebutted the News International takeover bid. News International now owns 20 per cent of the equity (41.6 per cent of voting stock and 10 per cent non-voting stock), having bought Robert Maxwell's 9 per cent of voting shares on the way. The rest is owned by a selection of institutions and individuals. Subsidiary imprints include Collins Wildlife, Collins Harvill, Four

Fontana, as well as Granada and its imprints, including Paladin and Hart-Davis Educational. When Collins acquired Granada 18 months ago, from Granada TV, it agreed not to use the name Granada for more than five years. Collins has yet to choose a new name for it.

Darton, Longman & Todd
Is in the process of setting up a common ownership arrangement, so that the company will be owned by the staff.

Encyclopaedia Britannica
The parent company in Encyclopaedia Britannica Inc, all of whose stock is held by the William Benton Foundation. This makes grants to the University of Chicago for William Benton Fellowships in Broadcast Journalism, and the University of Chicago receives royalties from the sales of the Encyclopaedia.

W Foulsham
Owned by the Belasco family. Subsidiary imprint: Nectarine Software.

Mary Glasgow
Owned by M G Holdings; the majority shareholder is Mr S Rosson.

Hamlyn
Owned by Reed International, former owners of the *Daily Mirror*, which now belongs to BPC's Robert Maxwell.

Harrap
Owned by the Stancroft Trust, in which Nicholas Berry has a significant holding. The educational list was sold to Nelson earlier this year.

Heinemann Educational Books
Part of the Heinemann Group, owned by BTR. The social sciences list has just been sold off to Gower. The Group also owns Ginn and World's Work.

Hodder and Stoughton
The Chairman, Philip Attonborough, did not wish to divulge details of ownership. (This is a private family-owned company.)

Holmes McDougall
Owned by Lonrho, whose other interests include the *Observer*.

Holt-Saunders
Owned by CBS films. They publish the old Cassells educational and Baillière Tindall lists, and distribute for Berlitz and Holt, Rinehart & Winston among others.

Hulton
Owned by Kluwer Publishing.

Hutchinson Educational
A division of Hutchinson Publishing, which is owned by London Weekend Television.

Ladybird
Owned by Pearson Longman, whose other publishing interests are Longman, Viking and Frederick Warne.

Lion
Lion is a public limited company with around 300 shareholders, with no single group in the majority. Subsidiary imprints: Little Lions and Young Lions, not to be confused with Fontana's Amadea Lions.

Longman
Owned by Pearson Longman. Publishing divisions include Churchill Livingstone and Oliver & Boyd.

Lutterworth Press
Owned by the publishers James Clarke & Co, who acquired the company in August.

Macdonald
One of the companies in Robert Maxwell's BPC group, which also includes Queen Anne Press.

Macmillan
Owned by the Macmillan family. Divisions include Macmillan London (general books), Macmillan Education, Macmillan Press (academic) and Pademac.

Methuen
Owned by Associated Book Publishers. Divisions: Methuen, Methuen Children's Books, Methuen Education. Other companies in the group include: Chapman & Hall, Eyre & Spottiswoode, Sweet & Maxwell, Tavistock.

Muller, Blond, White
Anthony Blond and Antony White each own 50 per cent of the company which publishes under the names of Frederick Muller, Blond and Briggs, and Blond Educational.

John Murray
Owned by the Murray family.

Nelson
Owned by the Thomson Organization. NFER was acquired by Nelson to form NFER-Nelson, and earlier this year Nelson bought the Harrap educational list.

James Nisbet
Privately owned.

Ordinance Survey
Owned by Her Majesty's Government.

Oxford University Press
Administered by the Delegates who, like Cambridge's Syndicate, are great and good. Subsidiary imprints: Oxford Paperbacks, Clarendon Press.

George Philip
This is a private company in which the Philip family still own a considerable interest. George Philip, which celebrates its 150th anniversary on October 26, also owns Osprey and Stanford Maritime - which was made up of The Maritime Press, and Edward Stanford, the map shop in Long Acre.

Pitman Publishing
Owned by Pitman plc, which is a private company in the hands of the Pitman family.

Routledge & Kegan Paul
The majority shareholders are the Franklin family and Camella Investments. Subsidiary imprints include Ark Paperbacks and Pandora Press, a feminist imprint.

Schofield & Sims
A private company in which three families hold the majority interest.

Scholastic
Owned by Scholastic Inc (USA), a publicly-quoted company in which the majority of the shares are held by three families. Subsidiary imprint: Hippo Books. Scholastic also publishes the magazines formerly owned by Evans Brothers.

Stanley Thornes
Owned by Kluwer.

University Tutorial Press
Privately owned; the Briggs family hold the bulk of the shares.

Viking
Owned by Pearson Longman. This is the company which we all know of as Penguin. Earlier this year, the name was changed so that what was formerly Allen Lane (hardback) became Viking.

Frederick Warne
Has recently been bought by Viking, which means that we shall now be witnessing a vast growth in the merchandising of Peter Rabbit, which Warne had hitherto resisted.

Franklin Watts
Owned by Grollier (USA). Julia MacRae Books is a division of Franklin Watts.

Ward Lock Educational
Owned by the Hong Kong-based Ling Kee Group.

Wayland
Owned by Park Place Investments.

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The perils and peculiarities of Learned Publishing are manifold. When Richard David – at that time General Manager of the Cambridge University Press – appeared before the Restrictive Practices court in 1962 he gave an example. Apparently, when he joined the Press in 1946 they celebrated the event by selling the final copy of John Hey's *Lectures on Divinity* in an edition that had first arrived in their warehouse round about 1640.

Mr Justice Buckley: Was that the last sale, or the last copy printed?

Witness: The last copy, my lord. We sold out.

Naturally the Oxford University Press can match this story, with their experiences of Müller's *Certain Variations in the Vocal Organs of the Passeres*, a work commended to them by Charles Darwin. In this instance, from a small, cautious print-run, they managed to sell 21 copies in 25 years.

For many people, vaguely aware of a certain old-world charm about the book trade, it is examples like this which give colour to the phrase "academic publishing". There is your Seat of Learning with its portly halls and colleges, while somewhere down a back alley is a dim warehouse, stacked with parcels full of Hey and Müller, bound in heavily ribbed cloth, and ledged out from time to time by clerks sitting on tall stools.

It is in its way a seductive image – and it seems to be one which has played just that role among those learned dons who have been instrumental in setting up or revivifying university presses. As part of this year's celebrations of "four hundred years continuous printing and publishing at Cambridge" ("the oldest press in the world") the firm has issued a history of itself by the present University Publisher, Michael Black, and foremost among its many qualities is the attention that it gives to the gap that lies between idealistic aspirations and practical success in what can too easily become a playground for amateur entrepreneurs. Hey and Müller, and hundreds of equally unprofitable works, were taken on from a sense of scholarly altruism, or from an appreciation of subjects rather than of markets; and, where such ventures would have ruined a commercial publisher in a couple of years, the continuity of the parent institution – the university itself – has ensured for much unlikely literature a shelf-life unto extinction. (Indeed, how many publishers stay in existence for half as long as those stocks of *Lectures on Divinity*?)

The early years of the Cambridge University Press illustrate as well as anything the way things were to be. Although there had been a printer associated with the university in the 1520s and although Henry VIII had granted Letters Patent to the University in 1534, permitting appointed stationers "to print there all manner of books", it was not until 1584 that printing and publishing actually began, under guidance of Thomas Thomas, the first *Academice Cantabrigie Typographus*. And when it did begin, it had what appears to be clearly-defined academic objectives (the first books included works concerned with current intellectual debates, classical textbooks, and a Latin dictionary compiled by Thomas himself); but even so, the infant press fell foul of the established commercial power in the land, the London booksellers, incorporated in the Stationers Company, and what the university may have deemed an innocent domestic enterprise attracted the wrath of businessmen who saw their hegemony threatened.

They had a point. After all, those Letters Patent permitted the university to print "all manner of books" – and it wasn't long before the university discovered one of the central facts of publishing, life: that you can't easily promote works for "the advancement of Learning" without outpromoting something for the advancement of cash-flow as well. As the perceptive stationers feared, the University Press (along with its near-twin at Oxford) began to make inroads into those sensitive areas that should have been protected by the Stationers' monopoly power: profitable publications like schoolbooks, catechisms and the Holy Bible.

As Michael Black gradually traces the progress of publishing at Cambridge so the enterprise comes to resemble a long and twisty switchback. The early tussles with the Stationers Company were to be repeated, to the accompaniment of a variety of threats and cash payments. (Indeed, at one time the company paid the presses at Oxford and Cambridge £500 a year not to print any almanacs. When in 1781 the courts ruled against the almanac monopoly, the State continued to pay this much-needed cash to the presses – and did so for another 200 years.)

As well as struggling against professional competition, the University Press also faced recurrent difficulties over fashioning a policy for Learned Publishing. One of its first concerted efforts in this direction was suggested by the formidable Master of Trinity, Richard Bentley who, for some 30 years after 1696 attempted to badge the university into new policies, rather as a forerunner at Oxford, John Fell, had been doing. Improvements were made at the technical end – new premises, better presses, more elegant printing types – and major scholarly editions were sponsored, to be sold by the great London bookseller, Jacob Tonson. But ambition outran resources – resulting in one of the more dramatic crises, when the majestic three-volume Greek lexicon of Suidas proved as difficult to sell as it had been to print. (It is of more than passing interest that Fell's reign at Oxford and Bentley's at Cambridge have given rise to two of the finest books on English printing history: Stanley Morison's mighty folio on Fell and Donald McKenzie's



'Gentlemen of taste'

Brian Alderson on the successes and failures of Cambridge University Press, which this year celebrates its 400th anniversary

two-volume *Cambridge University Press 1696-1712*, which the press is at present selling for £150. Both these works bear witness to the wealth of trade information that has been preserved for us through the fortunate agency of university archives and the like. Oh, that Jacob Tonson had left such revealing documentation.)

The early pattern of events – high-minded endeavour overreaching itself and having to be supported by subvention or by the publishing of sure-fire winners like the Holy Bible – has remained a characteristic of Cambridge's history down to the present. (In 1858, a twisty point in the press's finances, 56 different editions of the Bible were in stock.) It is a pattern however, which is complicated by the fact that the press is a printing business as well as a publishing one. In theory that is an advantage, since much useful jobbing work automatically flows through the account books by virtue of association with the University. Combination lists, examination papers, sermons, could all be counted on to provide bread-and-butter support – even though donish authors seem to have believed that they could be even more casual about their own press than about a commercial one. A professor of ancient history was due to complete an edition of Cicero's *De Finibus* by the Long Vacation of 1879, and eventually produced one in 1923. Others were slovenly. "Bloody copy" wrote the great printer Walter Lewis over one of Dover Wilson's manuscripts.

The economics of running a printing house are very different however from running a publishing company, so that the history of the press shows a constant tension between the inky mechanicals who are actually producing books and the academic Syndics who are trying to exercise control. In past times some of the most successful periods of the press have occurred when strong, experienced printers were in charge – even though, as occurred through much of the nineteenth century, this led to dependence on links in central London.

It is also worth recording that the press's comparative independence from short-term pressures gave it scope to advance the quality of the craft. The Bentley Revival was partly characterized by a return to typographic dignity, and later in the eighteenth century (and with a remarkable lack of grace) the press allowed John Baskerville to print for it a Bible and four Books of Common Prayer which are among the masterpieces of English printing. And in the twentieth century, with the coming together of Walter Lewis, printer, and Stanley Morison, typographic adviser, Cambridge University Press became a leading force in the creation of a book-printing industry founded on canons of honesty and proportion. Even now, with the advent of the computer and the camera as leading agents in the printing process, Cambridge are aiming to set standards that are comparable with the splendid era of hot-metal. (Possibly their greatest enemy is their own self-confidence. Stanley Morison and Walter Lewis, in their printers' Elysium, will surely be roaring imprecations about the ugly supermarket device which the press has designed to mark its four hundredth year in trade. It is quite as bad as the one that Oxford produced for its own rather specious five hundredth anniversary in 1978.)

Without doubt the largest crisis in the press's history is the one that occurred in 1972 when the business was operating on an overdraft that was

approaching £2,000,000. There were many causes for this, which are carefully delineated by Michael Black, but it is not difficult to discern, somewhere near the roots, the twin historic problems of financing an exclusively academic list and of trying to run a jolting publishing and printing operation. What is of prime interest to spectators, however, is the radical measures which were taken to overcome the decline.

Instead of a strong printer or an experienced bookman, a technologist came to power: Lord Todd of Trumington; and through what Michael Black calls "a happy combination of circumstances" he was joined by an administrator, Geoffrey Cass, who had just been relieved of his duties as Managing Director of Allen & Unwin. These two men shouldered their way through the accumulation of small hierarchies and not-very-economic precedents that characterized the press at this stage, and in little more than a year they brought the company back into credit.

Hindsight suggests that they took the only reasonable course that was open to them. They recast the press's complicated (and thus expensive) administration, they encouraged a new efficiency of communication between numerous scattered departments; and they adopted ruthless policies over title-selection, book-production, and the re-pricing of stock. To cap it all, within a couple of years Geoffrey Cass had laid siege to the Department of Inland Revenue and had won for the press status as a charity, which thus exempted it from the requirement to pay Corporation Tax.

It is probably fair, and it is certainly historically attractive, to see the press's schoolbook list as playing a vital part in this regeneration of fortunes. Textbooks – those burdensome, but regularly reordered necessities of childhood – have always been reliable money-spinners (that's why the Stationers Company took no joy in losing its monopoly of them) and they have thereby formed the base upon which a more rarified, less profitable list might be built. During the crisis years series like the massive *School Mathematics Project* and the *School Classics Project* provided a delicious assurance of regular turnover, and they can now be seen as the precursors of spirited growth.

Up to 1970 Cambridge's educational list was conservative, to say the least. (Remnants of the old approach are still in the catalogue, bearing minor witness to R W David's experience with Hey: there is A W Verity's edition of *A Midsummer Night's Dream*, first published in 1893, and R C Jebb's *Oedipus Tyrannus*, which will be 100 years old next year.) But the stirrings evident with the coming of SMP – and indeed, with Michael Black's own brainchild, the *Introduction to the History of Mankind* – were soon to break the old conventions and, particularly after the arrival of Rosemary Davidson as head of the Education Division in 1978, the list became transformed.

The concentration on secondary, and often on "academic" schoolbooks, gave way to a fresh hospitality to books for primary and secondary schools, and further education. Within these categories a wider range of abilities was catered for and a wider range of subjects. (What would Richard Bentley have said about "Phonic Fish", with microfilm to help.) Jazzier production modes were introduced that never graced dear old "Pit Press Series" – a *Hisseyer* itself, in its day – and the gap has now narrowed between

course-books and books intended purely for recreational reading. Picture information books, like Peter Ward's *Adventure of Charles Darwin*, are issued as net children's books, and through a hook-up with the Cambridge Science Centre, a huge range of paperback titles has been taken on which can even be marketed through the wonders of Counter-top Display Packs.

The momentum behind this publishing programme has been built up, and is sustained, by a developed awareness of the direction in which educational theory and curriculum planning are moving. Indeed, since it takes about three years to edit and produce a new line, it behooves the Division to be one or two jumps ahead of current practice, or to have good moles in the DES. But in such activity the Cambridge University Press is no different from any other conscientious educational publisher, and the Division's favoured position – protected from the tax-man – must be seen as a crucial source of the cash-flow that is necessary if Learned Publishing is to continue.

Michael Black shows a justifiable euphoria over the skill with which the 1972 crisis was overcome, and his rather general treatment of events after that date is only natural. (His predecessor Sir Sydney Roberts, wrote anxiously about "crossing the borderline between history and advertisement".) Nevertheless, because of the press's unique position as a charity, and because of the heavy influence of a new style of business management, one would have been glad of a rather fuller discussion of the press's current relationships with the creators and the consumers of its books.

So far as authors are concerned, it is true that a Learned Press offers opportunities that would never be found in the commercial world (Dr Müller was doubtless happy just to see the *Passeres* in print, without worrying about his royalties on the 21 copies sold); but not all academic authors are comfortably endowed Fellows, or seekers after tenure, or dwellers in some empyrean beyond the attention of the tax-man. They do not have charitable status. It would therefore have been a gesture towards their exposed position if Michael Black had been able to say something about the press's attitude towards contractual matters, and to hazard some view of the place that academic authorship has in the current debate about minimum Terms on Agreements.

The buyers of Cambridge books are similarly neglected. It is all very well for the chief executive of the press, in a celebration dinner, to look forward with pride to a point when Cambridge will be producing 1,000 scholarly publications a year – and it is a remarkable feat that this increase in production has been achieved with a substantially reduced work-force. What needs to be added, however, is that it has also been achieved by fiercely implemented "realistic" pricing policies.

These policies appear to operate in two ways. They begin by assuming a moderate or non-existent elasticity in demand, which results in the pricing of new books at a peak level which forbids any elasticity anyway (mark a recent advertisement with seven books priced at £20 or more, one book at £15 and a paperback at £9.95). They then continue by operating a forward ratchet on the pricing of stock, so that the company's products are constantly being kept in line with, or ahead of, inflationary pressures (Donald McKenzie's study of the press, noted above as costing £150, was published at exactly one tenth of that sum in 1966).

The result of this policy, so far as the home market is concerned, is increasingly to restrict the sale of Cambridge books to institutional customers and to operate against the building up of the most vital element in a community of learning – "the pore scholar" with his own library. Indeed, in the case of a work like Thomas Pinney's edition of Macaulay's *Letters* we see the policy in its full contradiction. This marvellous work is edited and designed for the delight of the book-reader, and yet at a price of £240, it is the elegant six volumes are likely to be condemned to the rough-house of institutional collections. In a perverse way the press is encouraging a return to the days that Donald McKenzie wrote about, when it served only the needs of "professional scholars and gentlemen of taste".

No doubt Michael Black would defend this curious mixture of high-volume title publishing at exclusive prices by reference to the special characteristics of what he calls "the theory or metaphysics" of Learned Publishing. (And he would add that Cambridge was a target for accusations of over-pricing long before 1972.) His book shows, however, that as in all theories, the terms of the argument fluctuate from generation to generation. It is "not an easy or short process" he says, and "in a sense it never ends". We shall watch with interest how this great institution evolves over the next 400 years.

Cambridge University Press 1584-1984, by Michael H. Black. CUP £12.50, 0 521 26473 1

Later this year the press will publish a substantial annotated catalogue by David McKitterick of the exhibition of books on display in the University Library: *Four Hundred Years of the University Printing and Publishing in Cambridge 1584-1984*. It illustrates and discusses in detail some 163 items, and is a valuable complement to Michael Black's discursive history.

Above: A distant view of the neo-Gothic tower of the Pitt Building, erected for the Press between 1831 and 1833.

Chain of events

Valerie Day visits one of the first primary schools to own a computer network

One of the first primary schools in the country to have installed a network of computers is Halifax Primary in Ipswich. For the past six months they have been the proud owners of the Research Machines 480Z CHAIN Network. A visit to the school will probably leave you with the same impression that I came away with; that this network has been assimilated thoroughly into the school's bustling environment in such a way that its use is considered no more important than any other classroom resource.

There are about 600 children at Halifax, the largest primary school in Suffolk. It is an open plan, and children are grouped by age into three units, each with its own area in the school. A team of teachers is designated to every unit and each teacher has a number of pastoral sets of children of various ages and abilities.

Research Machines Chain Network has been available for more than two years now. A full system consists of up to 16 480Z workstations which share a Network file server, the central store of data accessible to all users of the system, and a spooled printer. Those schools which bought an early version of the 480Z need a transceiver board before it can be used on the network (this costs between £50 and £100), whilst the latest model (the Link 480Z)

comes with its own network interface. A variety of disk systems can be chosen to accompany the server: a twin 5.25inch system which provides 650K of storage; twin 8inch double density disks; quad density 5.25inch disks; or Winchester disks to give a storage capacity of between 10 and 80 megabytes. Since one megabyte is equivalent to about two million characters of text, this upgrading facility on the Chain is sufficient for most school users. The servers range in price from just over £2,000 to £5,000.

Halifax's network, which connects five 480Zs to a 5.25inch dual disk drive and an Epson FX80 printer. Eighteen months ago the school bought its first 480Z and cassette under the Department of Trade and Industry scheme, followed by three more shortly after that, using parent funding. A single disk drive was then introduced, bought from the school's capitation allowance. The network became a reality when the county, recognizing the school's commitment and work using computers, provided the file server; and the fifth micro was bought with another county subsidy. A Jesso Turtle has been the latest acquisition.

This path of upgrading from the initial cassette-based 480Z was one of Halifax's main reasons for choosing RML computers in the first place. It was decided at Halifax to run a network cable throughout the school in all teaching and administrative areas. This means that a workstation can be moved anywhere on a trolley, connected to the network cable with ease via T-pieces. The server and printer stay put in a lockable cupboard.

But what are the implications of having all this equipment? A network's function is to connect workstations to a communal disk store on which programs are contained and from which they can be loaded. Not only are economic benefits derived from giving many children access to a single storage device, but as many programs as there are workstations can also be accessed simultaneously. So while one group is using *Arrows* for example, another LOGO. Alternatively, all groups can use the same program. It is not possible with the Chain system, though, for users to interact with each other unless they use a teleconference package such as RML's own. (The Econet system, which networks BBC Micros, does provide this facility.)

A network also means that users can share a single printer. One of the

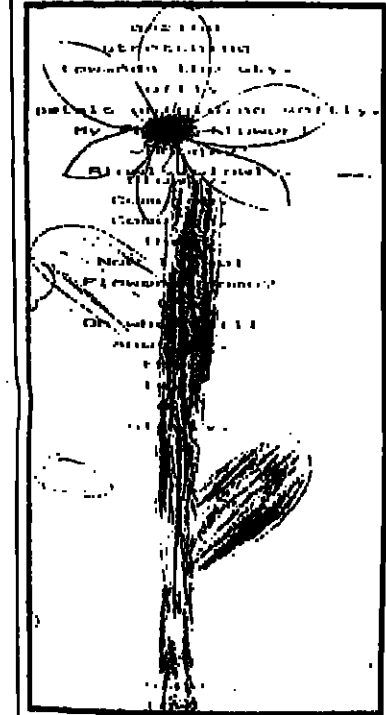
equations are given at the bottom of the card.

The purchaser is given specific permission to reproduce the originals within his own institution and suggestions are given, in an introductory booklet, about how to use the pack for a largely self-instructional course. In this the students do the tests, record their own observations and conclusions and then refer to a separate sheet of model answers and comments to check their work. The booklet also gives details of the unknowns and of quantities to be used in the tests. The final three cards in the pack can be reproduced to form a student booklet of qualitative tests.

Properly used, there is no doubt that this approach would be very useful in laboratory courses. The comments column gives valuable guidance on any tricky features of the tests and also points out a number of aspects that could be missed by inexperienced observers. The conclusions at the end of each exercise do not simply state the answer but indicate, where appropriate, the several alternative possibilities (eg isomers) and discuss the evidence for the particular conclusions reached. Equations are given for most of the reactions.

The selection of unknowns covers a wide range of organic functional groups, but strangely only one aldehyde and one alkene. The inorganic section covers the more familiar elements in the periodic table but omits any compounds of phosphorus. Misprints and errors are admirably few. The pack can be recommended.

Alan Vincent



Selection of unknowns

Exercises in qualitative analysis for A Level, by J N King. Price £17.50. Heinemann Educational Books Ltd. 22 Bedford Square, London WC1R 3HH.

The role of qualitative analysis in chemical education has changed greatly over the last 25 years. Many chemists can doubtless recall the days when the prize for identifying a four-valent unknown was to be given a radical unknown and many hours were spent in separating the components of unlikely organic mixtures. Properly used, however, qualitative analysis can do much to familiarize students with basic chemical reactions. Dr King's pack is an original and imaginative way of making good educational use of qualitative work.

It consists of a set of 60 cards (30 organic, 30 inorganic), each dealing with one unknown. One side of each card carries the usual three-column qualitative analysis layout with details of the tests filled in. The observation and inference columns are left blank for the student to complete. Additional information such as "C, H, O, N only" or "Double salt" is given for some substances. The reverse side of the card has a fourth column completed, and a fourth column of comments is added. Final conclusions and

RESOURCES

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from the school or library. The other contains information on football teams – goalkeepers, managers, the grounds. In another teaching area, lower down the school, several younger children may be getting to grips with a turtle graphics program, such as *Arrows*, which comes free with a 480Z. Others include *Logo 2* (Computer Concepts), *Logo Challenge* (Addison-Wesley), *ILEA Logo* (ILECC) and *Logo* (Research Machines). Halifax is lucky enough to have a Jesso's Turtle which adds another dimension to the possibilities provided by this kind of program.

We saw four six-year-olds immersed completely in a shape-drawing activity on a paper-covered floor. While the teacher was discussing with a couple of children what shape they wanted to draw, two others were colouring in a picture they had already completed. The teacher and children talked about what direction the turtle would have to move in to draw each line and estimated how many units made up the length they wanted to achieve. This combination of resources – software, a turtle – brings several areas of learning into play: the thought that goes into the production of a

shape, shape recognition, simple measurement and angles as well as language development. *Arrows* is used throughout the school – with older children to introduce angles, addition and subtraction and more advanced geometrical concepts, such as tessellations.

Halifax has not had any major problems with its network to date and the headmaster, David Liley, hopes to extend its facilities to include more workstations, one of which will be used for school administration. He also hopes to take advantage of the county's offer of a cheap Winchester disk, particularly as staff have found it inconvenient having to leave the class to load a new program.

The benefits of using a computer as a classroom resource have been acknowledged widely, but David Liley has noted particularly that, in front of a computer loaded with the right program, the children's attention becomes sufficiently engaged in what they are doing to produce sustained discussion for as long as an hour.

Valerie Day is a reporter with Educational Computing.

and purifiers of water supplies. There is a sequence on tropical forest clearance and its effect on plant life, and another on the problems of species conservation. Some of the world's most fascinating plants are illustrated, such as *Rafflesia*, the plant with the largest flower.

Plants are then shown as a direct source of food, and the dangers of depending on a small number of genetically uniform species are emphasized. Twenty plant species provide 90 per cent of the world's food. The need to conserve the wild relatives of crop plants is made clear. Plants also provide us with a wide range of different drugs, illustrated by slides of examples such as wild Mexican yam, source of the steroid diosgenin, and the Madagascan *Rosy periwinkle*, source of alkaloids used in cancer treatment. Other plants like the *canebrake* species are shown to be a source of energy. The final section deals with the efforts of various agencies around the world to conserve plant life.

As usual with slide programmes by the World Wildlife Fund the quality of photography is very high. As value for money it is a very good buy. Conservation has too long been associated with animal life and it is time to redress the balance. Although mention is made of the fundamental importance of green plants to animal life, both in terms of the recycling of oxygen in the atmosphere, these aspects are relatively neglected. Perhaps this was intentional; it is, it should have been made clear in the notes.

John A Barker

notes

DESIGN FOR PRIMARY SCHOOLS The Design Council is extending its work in design education to include primary schools. A working party has been set up to propose policies and views that should be adopted regarding design-related work in primary schools and to recommend ways in which these can be put into effect. Anyone wishing to send written evidence to the working party, should address it to Richard Shearman at the Design Council, 28 Haymarket, London SW1Y 4SU (tel: 01-839 8000).

AFRICAN TELEVISION As part of its major focus on "Africa Africa", the Commonwealth Institute is organizing a three-day conference on the development of television in Africa. Representatives have been invited from a number of African countries to talk about their respective networks. There will be showings of their television programmes and an opportunity to discuss them with contributors. The African Television Conference runs from November 28-30, information from the Commonwealth Institute, Kensington High Street, London W8 6NQ (tel: 01-603 4535).

مكتبة في الأصل

Last week the Independent Broadcasting Authority announced plans to save £500,000 in Independent Local Radio. The cuts, it said, were necessary because of increasing competition from community radio and cable television. One area to be hit by the cuts is education.

Insufficient publicity is given to the various educational services on local radio. Most people are familiar with the BBC, ITV and Channel 4, but little is known about the valuable services run locally by the BBC and the IBA.

Independent Local Radio can boast 50 stations and a captive audience of 20 million people throughout the United Kingdom, most of them younger listeners. The general picture of the local pop and phone-in station is in fact sprinkled with services for the community, the elderly and students. Unlike the separate slots for education on most of the national channels, these form an integral and essential part of the local radio output.

The nature of that output varies in both quantity and quality from one station to another. There is no prescription from the IBA on what services the commercial stations should run, but in applying for a franchise to broadcast, each must show some commitment to educating and informing the public, as laid down in the 1981 Broadcasting Act.

The stations were at first defensive about the pressure put on them to provide an educational service. It was felt by some to conflict with their commercial interests. But as Tony Stoller, managing director of Radio 210 in Reading for the past four years, says, the educational role gradually came to be seen as an audience gain. The more serious content helped to gain credibility with the young listeners, their parents and teachers, even the advertisers themselves.

Until now there has been a system of monitoring the educational output. Eileen Allen, IBA Education Officer (Radio), is responsible for travelling to each of the stations during the year and writing a report on the standard of their services. Throughout the year she offers them ideas, support and advice, and local radio officers at the stations act as her "eyes and ears", keeping her informed of what is happening. If any station fails to come up to a required standard, it is advised on how it could improve its service, and its subsequent progress is then closely monitored.

If the jobs of the Education Officer (Radio) and the local radio officers disappear, as proposed, the effects on the stations would probably vary according to their size and relative commitments. Initial contributions like providing ideas and contacts with local education authorities and health groups should, if successfully established, be able to sustain themselves. Radio 210, for example, has a strong network of contacts in the community. It is also involved with other stations in the region under a structure called "Southern Radio". Through this they all share ideas and sometimes even programmes. This is one strategy

Local action

Last week the IBA announced cutbacks on Independent Local Radio. Gillian Macdonald looks at the educational service which is threatened

which the IBA hopes may now be developed as a way of giving the stations more responsibility for their own output.

DevonAir has strong links with its local education authority which secures a teacher full-time to act as liaison officer between the authority and the station. Joslyn Owen, the Chief Education Officer for Devon and Chairman of the Educational Advisory Council, has written a letter to the IBA, expressing the concern of his colleagues about the proposed "streamlining" of the educational services. Having their own liaison officer gives Devon I.e.a. a relationship with DevonAir that enables them "to feed in ideas of programmes on training and leisure topics", but as chairman of the EAC, he feels other areas which don't have this connection stand to lose more. "People will suffer if they feel the IBA's maintenance of standards and ideals is now in some way being disregarded or set aside."

The greatest loss would most likely be felt by new stations having to start without the degree of support that the IBA currently offers, or by those with less commitment to the public service. Tony Stoller suggests: "The well-intending stations don't need the same close supervision, but the risk exists that some companies are concerned more with commercial operations than with providing a service." The larger stations in particular could, he thinks, afford to ignore the pressures to provide an educational service.

The level of educational output in each station depends largely on the interests of the local station managers, presenters or producers. The star station is said to be Radio Tay, which Eileen Allen praises for its successful balance of programmes. This covers news reports by young children, series on the local police service, astronomy for star gazers, or Tay Action with items on health - heart disease in particular, which is a major killer in Central Scotland.

The nature of the programmes varies according to whether they are rural or urban stations, and what the overriding local issues are. For example, careers have a specifically local basis for most young people. LBC Radio in London runs its own job spot for local employers to describe the person they are looking for, applicants then phone up in reply. DevonAir's *Leaving School* series provides young people of 16 and up with information about local sixth form colleges, FE colleges, Exeter University, and how to apply for grants, and this is backed up with a pack produced by Devon's liaison officer for local radio.

With the increasing interest in media coverage of current affairs, local radio stations have been inviting pupils in to



produce their own programmes. Sounds Act on Radio Tay ran a three-week series for 9 to 17-year-olds to produce two daily 15-minute news programmes. The editor was a 17-year-old, his roving reporters were young children. County Sound in Guildford has run Saturday morning broadcasts by local schools, with a different school each week producing a three-minute news programme to go out at 8.30am. These children's productions not only support the media work being done by teachers in schools, they offer a valuable form of practical experience which is inaccessible on a national network and which involves the young people in studying issues of importance to their home towns.

Local programmes also support the national network by bringing subjects back onto the home ground. So a series like Channel 4's *Who's Town Is It Anyway?*, "about cities, people and political change", was followed up, for example, in Glasgow and Sheffield. Information was sent by the IBA to the local stations, suggesting subjects for discussion and people who might be interviewed, local councillors, tenants, community workers.

Local history is a favourite subject on several stations, so are counselling programmes, and revision lines like Capital Radio's, which has educational advisers and teachers at the end of the phone to answer individual questions for the cost of a local phone call. Computer programmes are proliferat-

ing with regular items on about 30 stations, ranging from NorthSound's *Computer Talk* with educational news and interviews, to BRMB's *Database*, a Sunday afternoon spot with a phone-in offering expert advice for youngsters.

The great advantage of local radio is its ability to bring national issues and interests onto your doorstep, or to teach you about your own area, its politics and history, its community and action groups, employers and agencies. It is run by people who know the community and its problems, and who can talk with some insight into local priorities.

Its disadvantages are a dependence on local advertising, a shortage of money and staff and the subsequent lack of time and resources to go out and do extensive research into contacts. The role of the IBA Education Officer has been a valuable one in disseminating ideas from one station to another and setting up contacts with education authorities, advisers and schools. But the most serious effect of cutting these services, according to Tony Stoller, would be in the change of attitude it would create. "If the attitude of the IBA changes with regard to local radio," he says, "it will in the long term diminish educational output. We all want to keep our contracts, so we spend a lot of time reading the tea leaves to see what the IBA wants. If we feel the Authority expects less education, then we have to balance that against the needs of the community, but we must be guided by the sense we get from the public authority."

The local radio service is firmly rooted in its own area, but it depends on the central IBA to feed it support and guidance. The stations which are least interested in that support may be the very ones which most require a monitoring system to remind them of their duty to provide a public service. But that says the IBA can't do it can no longer continue to fulfil, because of "a change in our priorities". The job of monitoring output is likely to pass on to the Radio Branch, which has its own officers who look at the general programming requirement. "Up until now we felt that with its specialized function education would be better to fall within the special IBA Education Department. In one sense that's now a luxury we can't afford."

If the IBA's response to competition from community radio and cable television is already to seek savings from education as a "more peripheral element" of its output and to describe its specialized monitoring as a luxury, then all the worst fears about new developments leading to a battle for popularity at the expense of the public service are evidently coming true.

hadn't forgotten him either, Trevor asked Steve to write them a signature tune.

Cut to Studio One at Television Centre where the whole gang is together. Steve Brown's tune has just faded out and associate producer Trevor McCallum has started giving Messrs Wilton and Secombe and Messdames Munro and Benjamin some very silly things to do. They smile and oblige, and not just because they know him: already the word is out that this is more than just another series. Rumour has it that *Fast Forward* is going to be quite different from anything Children's Television has attempted before.

Edited together, the first episode bore this out. It was a notable attempt to update children's comedy and give it at least some of the polish of the top-rating adult shows which go on night after night. Hence the presence in the cast of *That's Life's* Joanna Munro, and Nick Wilton, neither of whom had ever worked with children before. Hence the slick video tricks which welded one 30-second sketch into the next. Hence too the insouciance of a sketch which dared to parody *Blue Peter*.

To devotees of Lenny Henry, *The Kenny Everett Video Show* and *Not the Nine O'Clock News*, it will all have seemed a bit old hat. But to those of us familiar with the early evening schedules where comedy has been

this non-stop parade of quick-fire sketches and filmed inserts in which children told, tried to tell, cocked up or completely forgot some awful playground joke was quite a breakthrough.

Wasn't it all a little inbred, though? Another example of Auntie BBC finding jobs for her boys? Not a bit, said Trevor McCallum, pointing out that the series has found more than one hundred new writers; the presenters were merely the best people for the job. Nepotism wasn't exactly unknown in newspapers either. Cus for the present writer to reveal (before someone else does) that he too is part of the gang, having been to school with Steve Brown and known McCallum since college days. Not, of course, that that has swayed him one way or the other.

4 Television Programme Recording

Titles Available for Week Commencing Sunday 25 Nov 1984

Sunday November 25
13.00 *Utopia Limited: The Energy Trap*
Fee Code A
17.15 *The Business Programme Fee Code F*
Monday November 26
17.30 *Black & White & Read All Over*
Fee Code B
Tuesday November 27
19.45 *Years Ahead Fee Code B*
Wednesday November 28
18.30 *The Living Body: Nerves At Work*
Fee Code E
Friday November 30
19.30 *Right To Reply Fee Code A*
22.15 *A Week In Politics Fee Code B*
Saturday December 1
13.30 *Clips Comic - Series 1: Beside The Seaside Fee Code B*
20.00 *The Sonnets of William Shakespeare*
Fee Code D
21.15 *Trilogies Fee Code U*
For More Information Contact
TV Recording Licence Dept.
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 981122

briefings

radio & tv

OPEN SPACE FOR PRIMARY
A Nottinghamshire primary school which involves children in media studies will itself appear on television this week. Sunnyside primary school in Chilwell is the subject of a 30-minute "Open Space" programme (Thursday, 7.00pm) which shows how children learn about mass communication.

For schools

MUSIC TIME
(Mon 10.15, Thurs 14.15, BBC2)
A performance of the musical "Dick Whittington" brings together the songs, percussion accompaniments, chants and music learned by seven to nine-year-olds throughout the term.

SEEING AND DOING
(Mon 11.02, Thurs 10.06, ITV)
"The Holy Land" aims to show six and seven-year-olds what the country was like at the time of Jesus' birth and how it differs today. Also discusses the Wise Men's presents and the significance of the star or angel on the Christmas tree.

THE MUSIC ARCADE
(Mon 14.40, Wed 11.17, BBC2)
Children of nine to 11, who have learned the songs and percussion music from "Harlequinade", are invited to join in the complete performance.

GOING PLACES
(Tues 10.04, Thurs 11.19, ITV)
What are the things to look out for when going on holiday? Seven to nine-year-olds follow a family holiday from the plans through to the journey home.

HOW WE USED TO LIVE
(Wed 11.39, Fri 9.47, ITV)
The Holroyds and the Selbys find themselves caught up in the First World War and taken in by the idea that it will be "All Over by Christmas". Nine to 12-year-olds see the effects of trench warfare on the soldiers and their families at home.

WAVELENGTH
(Thursday 11.30, VHF4)
Andy Peebles talks to the people who set the style and do the designs which influence teenage fashions. Gives up-to-the-moment advice on the right look for that disco or party.

HISTORY 11-13: THE MIDDLE AGES
(Friday 11.00, BBC2)
"The Traders" explores the importance and complexity of the medieval wool trade. Traces the wool from the backs of English sheep to cloth in Bruges.

Continuing education

SHAKESPEARE IN PERSPECTIVE
(Saturday 19.00, BBC2)
Sir Peter Parker gives a personal view of King John as a prelude to the BBC production of Shakespeare's play later this evening.

PEOPLE FIRST
(Sunday 09.10, BBC1)
The second in a series of programmes to help and encourage parents of mentally handicapped children. Features the progress made and the help available at each stage of the child's life.

EXTRA

CHILDREN'S BOOKS

When I was your age...

Edward Blishen recommends poetry anthologies

Jack Prelutsky, in his introduction to the curiously titled *The Walker Book of Poetry for Children* (Walker Books are the publishers, but one doesn't easily shrug off the feeling that it must be for juvenile pedestarians), has a harsh word for some of the poets favoured by earlier anthologists in the same field. He says those poets "set out to educate children" in a way that would make them "more socially acceptable to adult company." It's an unusual view of the general intentions of these "pedantic predecessors", as Mr Prelutsky calls them. Of course there has always been verse designed to rhyme children into respectability, but not such vast and dominant amounts of it. In any sphere it is perhaps rash to regard the past as largely benighted and the present as almost wholly enlightened.

Mr Prelutsky's own collection, *Walker Books, 29.95*, is a strikingly fresh harvest of spooky poems, and *Poems for Christmas* (Hutchinson £4.95). I thought the introduction to the first, especially, must be addressed to some elder not only dreary but glib ("Scientists are just beginning to discover how, and how much, a person is affected by his own mind", the Woodwards astonishingly assert); but then they say: "In the following pages we have assembled our own Halloween... just for you." Surely such good books can be left to speak for themselves; or, plainly intended to be put into the hands of children, should be given prefaces a child might actually read.

It's true that the original *A Golden Land*, published in 1958, had an introduction by the editor, James Reeves. But this was frankly addressed to a parent using the book as a source of stories and poems to be read aloud; and, as it happens, would not have caused horror to a child who stumbled into reading it. Judith Elkin has promised her own sensible version of this in her updating of Reeves's book (*The New Golden Land Anthology*, Puffin £4.95). Out have gone some of the widely-read writers of the 1950s, and in have come some of the widely-read writers of the 1980s. Most of the best older things in that beautifully various anthology remain. It's pleasantly

sporting a huge spotted bow. The ladybird is wearing high-heeled shoes and the king of the jungle is a dimly facetious beast. Many of Mike Gordon's illustrations to *Sit on the Roof* and *Holler* (chosen by Adrian Rumble, Bell and Hyman £5.95) are in themselves amusing, but often their pop-eyed frenzy is out of tune with the quiet or reflective comedy of the verses they accompany. This is a rather hit-and-miss collection of material meant to be read aloud. "A rainbow held out its shining hand" must be a bad line; and the lines that ends, "And there I saw a monkey/Just like me" can surely have meaning only when laid out for two voices, of tease and victim.

Another oddity: even the best of these anthologies have introductions that can't be for children - can't, one thinks of some of them, be for anyone. It's so of two excellent collections, *Witches' Brew* (Hutchinson £4.95) a strikingly fresh harvest of spooky poems, and *Poems for Christmas* (Hutchinson £4.95). I thought the introduction to the first, especially, must be addressed to some elder not only dreary but glib ("Scientists are just beginning to discover how, and how much, a person is affected by his own mind", the Woodwards astonishingly assert); but then they say: "In the following pages we have assembled our own Halloween... just for you." Surely such good books can be left to speak for themselves; or, plainly intended to be put into the hands of children, should be given prefaces a child might actually read.

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printed and illustrated, and the outstanding bargain among all these collections. The best-looking of them, the most worthy container for the verse chosen, is *Poems for 7-year-olds* and under (chosen by Helen Nicholl, Puffin £1.50). There's no crowding, the choice is excellent, and the illustrations by Michael Foreman occupy the same world as the verse. With this gift for being lightly serious and seriously light, Foreman adds to the pleasure offered by Kit Wright's collection too. In *Poems for 10-year-olds* (Viking Kestrel £5.95) none of the obvious poems is spurned, but there are some grateful novelties, and a particularly delectable find in Michael Frayn's "When I was Your Age" - ending: "Remember, as you look at me - When I was your age I was forty-three."

Mr Prelutsky, who spends much of his life reading poetry to children, says they respond to "poems that cause a palpable ripple of surprise". Shel Silverstein's poems (in *Where the Sidewalk Ends*, Cape £6.50) will cause, not palpable ripples, but evident tidal waves. He's consistently, ingeniously, often wisely funny. Being his own illustrator helps: his poem, "Please do not make fun of me and please don't laugh it isn't easy to write a poem on the neck of a running giraffe" forms part of the neck of a running giraffe. He's a kind of Ogden Nash for juveniles, but his own man entirely. I hope to read these poems to innumerable grandchildren.

Raspberries and Other Trifles: Tales for Discarding Delinquents (by Jeremy Nicholas, Hutchinson £4.95) is what we have come to dread - verses grafted onto Hilaire Belloc; but these, at their best, are wonderfully funny. There's a child who blows raspberries in St Paul's: "The verger wishes the Organist/Would make an effort to resist/Such modern works, so harsh and stark/Why can't he stick to dear old Bach?" There is absolutely no discernible attempt to make children more socially acceptable to adult company: "Like many youthful extraverts/He loved to look up ladies' skirts". Hilaire Belloc would not so much turn over as quiver amusedly in his grave.



One of Justin Todd's illustrations from a new edition of *Alice* reviewed on page 39

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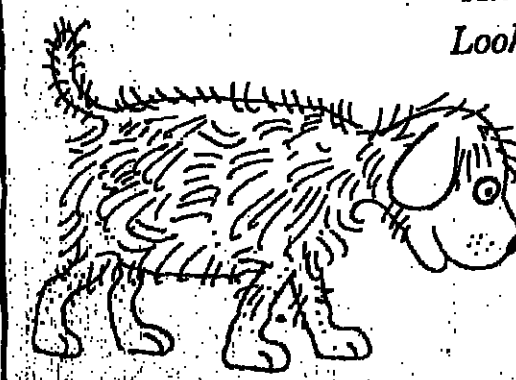
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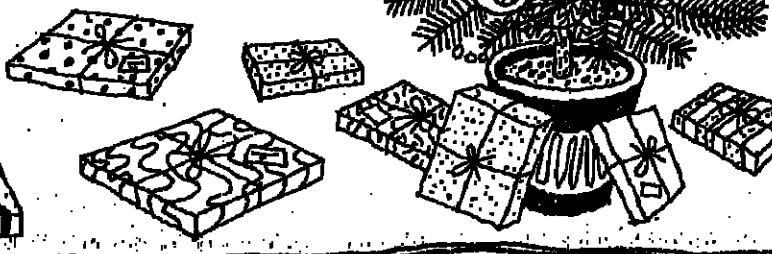
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Scruff follows his nose to the best Christmas books!

An Evening at Alfie's by Shirley Hughes (£4.95 370 30688 4),
Look, There's My Hat! by Maureen Roffey (£4.60 370 30618 X),
and Scruff by Gerald Rose (£5.50 370 30619 8).



THE BODLEY HEAD



Slick tricks

Hugh David on the children's show that dared to parody 'Blue Peter'

CHILDREN'S TELEVISION
Fast Forward
BBC2, Wednesday 5.35pm.

A family story to introduce a family show: two or three years ago, trying to get into what the BBC call Light Entertainment and the rest of us call comedy, Nick met Trevor. They both used to write jokes and sell them to shows like *Carrot's Lib* and *Not the Nine O'Clock News*. Sometimes Nick appears in such shows. He also worked on stage with another friend of Tre-

vor's. His name was Steve and he wrote satirical songs which he sometimes sang on television. While Trevor went off to work behind the scenes in Children's Television, Nick (and Steve) started to get famous.

Then one day Trevor asked Nick to be in a new series he was doing. Actually he wanted Nick to introduce it along with Joanna, who was famous because she'd worked with Esther Rantzen, and Andrew and Fiella who were very famous, but only with the under-sevens. Nick said he was well-chuffed. And that's how that day

مكتبة من الأص

The Canterbury Tales

for children aged 8-13 years

Re-told by
Geraldine McCaughrean
Illustrated by **Victor Ambrus**

Here is a version of Chaucer that children will understand and enjoy and which will draw them into the colourful, romantic, and sometimes knockabout world of The Canterbury Tales.

28 x 20.5 cm, 128 pages, illustrated in full colour.
0 19 278109 X £6.95 jacketed hardback



oxford books for children

Home-grown magic

Marion Glastonbury meets Diana Wynne Jones

Diana Wynne Jones recalls being re-buked as a child for comparing autumn leaves with soggy cornflakes. A positively slippery much of them lines the steep circuitous path that leads to the Georgian terrace, above the City docks, where she has lived since 1977 when her husband was appointed to the Chair of Middle English at Bristol University. Here she has seen three sons through adolescence, and produced about half of her abundant oeuvre: 19 books in all.

This has been a strenuous year. "Perhaps they should have renamed it 1983B." Like the thirteenth floor of a tower block. "Two new titles were launched this summer. Warlock at the Wheel (Macmillan £6.95), a colourful miscellany of eight tales about dragons, reserves, machines running amok, and over-weening gods getting their comeuppance; and the more substantial Archer's Goon (Methuen £6.95), an exuberant municipal fable for persecuted rate-payers - "All power corrupts, but we need electricity." - which has just received a Silver Medal for children's literature, conferred jointly by the American Horn Book and the Boston Globe.

In the intervals of creating and proof-reading alternate worlds, Diana Wynne Jones is much in demand for school visits, writers' workshops and book fairs. More than most deivers of fantasy for children, she welcomes their company, especially now that her own house is free of football socks, Pink Floyd and indignant descriptions of what teachers have been up to, each day. In retrospect, this turns out to have been a rich source of imaginative sustenance, as well as the mind-splitting distraction it appeared at the time.

You don't have to sample the hospitality of the house to detect a generous presence in the books. Content storylines (of whom we have all too few) usually get their loudest laughs from Schadenfreude, priding themselves (as one might surmise of Roald Dahl) on the grotesqueness of their characters and the gruesomeness of their fate. By contrast, Diana Wynne Jones contrives to be funny without vindictiveness, and scatological without revulsion. In her fiction, the embattled young have real troubles. Outrageous behaviour, even bad smells, may strike a blow for freedom. Beaten by mysticisms and well-organized maligns, children must uncover the secret rules of the system in order to subvert it. Once unmasked, the enemy is often recognized as close kin or a trusted friend. Nor are the victim-protagonists what they seem. After puzzles and revelations, comes deliverance from subjection. A stigma emerges as a strength, and oddities that have previously set someone scornfully or guiltily apart, ensure a triumph. Infancy is for everyone a kind of thralldom, and growth a metamorphosis.

Are there any specifically autobiographical traces in this entertaining allegory of change? Diana Wynne Jones was born in 1934 to a Welsh historian and his graduate wife whose own heroic struggle for education led them to decide, well in advance, the sorts of distinction which their daughters should aim for. Diana was to be a don, Isobel a dancer and Ursula an actress. In fact, Isobel soon realised that her height would disqualify her for ballet and embarked on an academic career, while Ursula, resolutely failing school exams, went to RADA, according to plan. (Besides acting, she has subsequently written plays for a children's theatre company. When she persuaded Diana, briefly, to try her hand at it, the results, according to the cast, shared a strong family resemblance).



When war broke out, the family moved from London to rural Essex, where the parents ran a conference centre, and frugally left their offspring to their own devices. There was a dearth of books: "One Arthur Ransome story each Christmas, between the three of us" (By coincidence, the author herself complained one summer that they had disturbed the peace of his houseboat, and, in another Lakeland instance of the Muse's touch, one of the little girls was actually smacked, while climbing on a gate near Sawrey, by the ageing Beatrix Potter.)

Each of the trio in turn won a scholarship to the Friends' School in Saffron Walden (brought to prominence this month by the departure of Stalin's grand-daughter). Sibling rivalry was mitigated by a careful demarcation of activities: if one sister wrote poetry, the others refrained. The inspiration of the eldest was temporarily curbed at Oxford by the claims of critical analysis, essays, footnotes, and the frivolous toll of organizing dances. (This last talent presumably came in handy during her recent performance as a veiled siren in a local pantomime: "We doubled as pirates and forgot half our lines.") A love of Shakespeare, Spenser and Milton were among the enduring gifts of the university which, at the time, featured

C.S. Lewis, lecturing to packed houses, and J.R.R. Tolkien, mumbling inaudibly with a view to deterring his listeners from coming next week. Those who persisted in the quest must have retained a zest for narrative, for they included, unknown to each other, Penelope Farmer, Penelope Lively and Jill Paton Walsh. Prolegomena indeed!

Soon after Diana graduated, her sons were born. "I was determined that they should have plenty of books. But, with honourable exceptions, such as *The Land of Green Ginger*, all the stuff that was around them made me think 'I could do better than that'." Publishers did not concur, however, and, for ten disheartening years, "I always warn schoolchildren of this" - her manuscripts were regularly rejected. Success came at last with the acceptance of *Willkin's Tooth*. A market was discovered for home-grown magic, thoughtful yet fizzing with energy, intricate, irreverent, action-packed and emotionally truthful. *Charmed Life* won the Guardian Award in the late seventies, whereupon its author joined the adjudicators' panel for impassioned debate about successive prizewinners. Her latest novel, *Fire and Hemlock*, due out next year, marks a new departure: "my best yet, I think, although probably no one will agree. Conceived at the same time as *Archer's Goon*, it is unprecedentedly long and subtle and supernaturally ambivalent, where the other is bold and hilarious. She remarks, ruefully, that her ideas tend to arrive in pairs, a double sprouting that corresponds to the bifurcations of the plot, divergent courses of events, disguises and transformations of identity, shocks at the end of sentences innocuously begun, the constellation of meanings that surround puns. In the past, I've been reduced to cutting up the proofs to make it look as if I'd altered things."

About dust-jackets she has no complaints, greeting Methuen's with appreciation and Macmillan's with tolerance: "I've noticed what children go for when they have piles to choose from. Artistic merit has no chance. They invariably like covers that remind them of comics." Rest assured, on any package and for any age, the Diana Wynne Jones label is a guarantee of pleasure.

Alien intervention

The Cats of Seroster, By Robert Westall. Macmillan £6.95. 0 333 37549 1. You Remember Mel By Nicholas Fisk. Viking Kestrel £5.95. 0 670 80001 5. The Shepherd Moon. By H.M. Hoover. Methuen £6.50. 0 416 45630 8.

The Cats of Seroster is a sword-and-sorcery fantasy featuring telepathic cats and a reincarnated warrior, set in a vaguely imagined and entirely unilluminated version of medieval France. It is an odd book from a writer as tough-minded as Robert Westall: its reworking of some of Tolkien's more stagey effects is as surprising as it is heavy-handed. Westall's powerful recent novel *Futuretrack 5* was a sort of children's *1984*, a lament for a generation deprived of hope. No one could guess from that angry, impassioned text that his next publication would be a conventional (and cliché-ridden) fantasy in which the villainy of the bodiless consists in their rejection of the rule of an hereditary Duke. Whatever Westall's private convictions, the reactionary politics of fantasy have him securely bound.

What is most authentic in the book is the gut-wrenching violence. Just as

there was much in *Futuretrack 5* and its predecessors that was disturbingly voyeuristic and brutal, so here Westall's inert narrative is quickened by images of tortured animals, of "a pregnant woman writhing at the stake in agony", of "a fat naked woman in bed with three black dogs and a monkey", of a man's face working "like a bowl of maggots".

You Remember Mel is a lucid, economical sequel to Nicholas Fisk's *Granny*. The sinister old lady from beyond the stars has returned as a hypnotically beautiful celebrity, Lisa Treagood, intent on world domination through her neo-fascist political party the Rollers, who believe in "Decency, Discipline, Dedication". Timothy, a trainee journalist, is bowled over by Lisa's persuasive charm, as is his writer friend Mr Fisk, who sends Timothy wonderfully pompous letters exhorting him to adhere to the three Ds. Only Timothy's young sister can see through Lisa, and it is both alone who thwarts her plans. Both, refracted through Timothy's perplexed narrative and seen clear in her own diary entries, is the book's triumph. Here she is after her success: "everybody's so ungrateful. I could split. I saved the WORLD but nobody

ever says 'Thank you very much. O you were wonderful, a true heroine. We were so grateful!' all I get is 'Could you put the washing up away, do it now please, not later' or 'Beth, your homework was very slipshod'."

You Remember Mel attacks serious issues - the psychology and operation of power in a mass-media culture - with wit and verve, in a taut unpretentious story that moves briskly and intelligently to a tense climax. H.M. Hoover's *The Shepherd Moon* is another thoughtful, thought-provoking novel, again about a gifted alien who plans to use special powers to rule the earth. Again, one girl - Merry - understands the threat.

What is different is that the intruder - a gifted youth, Milner - is not, like Fisk's Lisa, a straightforward enemy: he is a confused, arrogant, rather pathetic figure, whom we both fear and pity. He becomes a focus for social discontents, making privileged Merry aware for the first time of the injustice of the society in which she lives. Both revolution and invasion fail; by Merry is left questioning the status quo, and the reader is left alert to the complexity of seemingly simple antagonisms.

Nell Phillip

Alice for all seasons

Nicholas Tucker on the latest from Wonderland

Alice's Adventures in Wonderland, By Lewis Carroll. Illustrated by Justin Todd. Collancez £6.95.

Alice Through the Needle's Eye, By Gilbert Adair. Illustrated by Jenny Thorne. Macmillan £6.95.

Alice's Adventures in Wonderland and Through the Looking Glass, By Lewis Carroll. Illustrated by John Tenniel. Macmillan Facsimile boxed set £21.

Over a hundred artists have illustrated the Alice books. Arthur Rackham produced a pink-checked Alice standing among his inevitable garlanded tree trunks and entwining branches, while Willy Pogany created an Art Deco Alice, with page boy hair cut, short skirt and dimpled knees. Later on Mervyn Peake came in with a sulky Alice, all eyes, mouth and tousled hair surrounded by loony characters on holiday from Gormenghast. Then there are Ralph Steadman's realisations, with their mean eyes and blotchy mouths, to say nothing of Salvador Dalí's surrealist lithographs, where the Mad Hatter takes tea on a table top formed from a giant melting watch. And so it goes on, each artist recreating a contemporary Alice within the framework of their own particular trade-marks. Yet because Alice herself is so closely a Victorian child in what she says and how she says it, Tenniel's original illustrations still probably work best of all. With her wide forehead, diminutive figure and demure, straight-backed poise, his Alice could well have come out of an early black and white photograph, standing alongside other children keeping still in front of the camera yet obviously full of life the moment after. But new illustrations are always

interesting as well as often more attractive to younger readers, if such there still are for this elusive masterpiece (in one survey of children's reading *Alice* emerged as one of the best-loved of children's books; the fate of many a classic foisted on the young too early as a compulsory class reader). For those willing to use a more subtle approach in getting *Alice* to children, Justin Todd's full page colour pictures in this latest edition are certainly very striking while also possessing some of the pervasive mystery of the text. Like the original Alice Liddell (and Carroll's own early drawings) his Alice is dark and shows far more leg than was ever true of Tenniel's dumpy, stocky little figure. Whether encircled by huge animals or confronted by distorted adults she never loses her cool; a very modern heroine, whose level stare and cold blue eyes could well disconcert more adults than the Queen of Hearts. The rather frozen quality of these pictures may not appeal to everyone, but the background details of flowers and wild life are most attractive and the Cheshire Cat, an orange creation emerging from Autumn leaves, is the best I have seen.

Over at Macmillan, meanwhile, Gilbert Adair has produced "A third adventure for Lewis Carroll's Alice" in fact, a highly accomplished literary pastiche. In *Alice through the Needle's Eye* our heroine travels among the letters of the alphabet encountering spelling bees and the sands of Dee before being woken up by a zzz of her sister's snoring. It is a conceit that is cleverly maintained, with jokes and puns that would not have disgraced Carroll himself, as in the race whose main items are running a temperature, jumping to conclusions and skipping the difficult passages. Yet for me there is a certain feeling of misplaced energy here, and this also applies to Jenny

Thorne's accompanying drawings. These too are an ingenious copy of the originals, but however well author and artist cope they can never be as effective as the great models they are imitating, and very soon the desire to refer back to the original grows as fast as Alice herself after she has eaten the magic fruit cake.

Fortunately, such a return is always possible, and for those who want to do it in style, Macmillan have now issued a facsimile of the first proper editions of both Alice stories in a boxed set complete with gold-edged pages and creamy paper, the whole handsomely produced package bound together according to the author's original instructions. As the accompanying booklet by Professor Michael Hancor makes clear, Carroll was at pains to ensure that all illustrations were closely correlated with the text but in later, popular editions this meticulous planned layout became more casual. But looking again at these first editions it is evident quite how innovative Carroll was in this respect as well. When Alice grows very tall she extends up the side of the text; when she passes through the mirror the picture backs straight on to its complementary image on the page over-leaf showing her re-emerging in a different world - the type of detail a child might ponder over for hours on end. Elsewhere Alice literally crams her head against the top of a page when she is in an enclosed space; at other times, pictures crop up in different positions on the page when the text running beneath them also serves as a precise caption. All in all the obsessional concern over detail visited by Carroll on the long-suffering Tenniel is totally vindicated, since it resulted not only in a prose masterpiece but also in an example of illustration and text working at their very best.



"Of the lion and the ass," one of Aesop's fables, as it was presented in Caxton's printed edition of 1484, in a selection edited by Bamber and Christina Gascoigne (Hamish Hamilton £4.95). This is an attractive volume from which to learn about early printing and illustration as well as the usual moral precepts.

Luminous touch

The Fire of the Kings, By Julian Atterton. Julia MacRae £6.95 0 86203 189 3.

In his first book, his first plunge into the Dark Ages, Julian Atterton was on the side of the British, and for him the Saxons were the Barbarians. Now, in his second book, he has turned himself around to see the world through Saxon eyes, and the British are the Barbarians, though with under-layers of Rome for those with eyes to see. And being one of those writers who possess the gift (not too common) of being able to think himself convincingly into the skins of opposing peoples and causes - British and Roman, Saxon and Norman, Cavalier and Roundhead - he has done it extremely well.

In *The Fire of the Kings*, he tells, from the viewpoint of Osric, youngest son of the King of Deira, the story of his kinsman, the great Edwin of Northumbria. It is a story that covers a long time-span; the two boys, more like twins than cousins, are 13 when it

starts, and grey haired veterans of rising 50 when it comes to an end. And it covers also a wide spread of characters and events, historical and "legendary-historical" - battles and kings-layings, kingmakings and marriages both for love and reasons of state, and the gradual spread of Christianity and overthrow of the old gods.

Because it is about Saxons, and Saxons are a more daylight people than Celts, this is a more daylight book than the first one, lacking something of the harp-song quality, but catching with what one feels to be complete accuracy, the stubborn, stoical, somewhat grimly humorous character of the Saxon breed. And there are flashes of beauty too, especially deriving from women; the author has a luminous touch with women, whether they be queens or slave-girls or both.

There seems to be a scattering of hints at the end that Julian Atterton has a third Dark Age story in the weaving for us. I very much hope that he has.

Rosemary Sutcliffe

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Friends and neighbours

Beverly Anderson looks at stories featuring black children

Multi-cultural education is as important for all-white schools as it is for those with multi-coloured classes. A fortnight ago I was talking to an all-white sixth form and as one of them remarked, not only did they not know of any positive contribution which blacks might have made to British society but "we only hear about the bad things, don't we?"

Sixth form is a bit late to start and publishers have for some time been trying to respond to the need for books reflecting different cultural backgrounds which can be used at the primary stage. A well written story with a black heroine or hero is not only comforting to a black child but can make a valuable point to white children in a way which may be more lasting and profound than head-on teaching.

The intention in publishing such stories is, therefore, admirable but the quality is surprisingly varied, nor are the books by black authors necessarily the best.

Leslyn in London (Hodder and Stoughton, £5.50), an easy-reader for

seven to nine year olds, is by Grace Nichols, a poet who was born in Guyana where the heroine comes to join her mother and student father in London. Leslyn is a lively countrybred girl who has to adjust to town life and English weather. The story takes place during her first autumn and winter in England.

Used to village life where no one is a stranger, she has a comic encounter with an English lady whom she insists on helping to walk her dog, with unfortunate results. Her initial loneliness at school, being called "chocolate face" for the first time, her last-minute preparations for Guy Fawkes night, her friendship with an elderly neighbour and adventures in a large store are all events with which any child can identify.

But the writing is wooden, with too many "suddenlys" and "nices" this and that. "So that was fireworks; Leslyn thought as she gazed up, star-struck by the beautiful sight." The story reads like a didactic intention "to foster in children an awareness of

those from different cultural backgrounds", as it says on the back cover, baldly apparent. Leslyn and her acquaintances only really come to life in the excellent black and white illustrations by Annabel Large.

In contrast *Sunshine Island, Moonshine Baby* by Clare Cherrington, (Collins £4.95), fizzles with laughter and vitality. Sarah, the English-born child of West Indian immigrants, is a thoroughly modern girl. She is determined to be a cowboy when she grows up and despises sewing. But while recuperating from tonsillitis at home she becomes intrigued by the circle of old ladies who meet there once a week to sew and gossip.

She wants to hear their stories of childhood adventures long ago in the islands she's never seen, and they agree to tell her if she will try to learn to sew.

The ladies are utterly convincing, individually and as a group. They treat the child with loving irony and their stories, which include the tale of Annie-Mae, who wanted to be the most beautiful girl in Jamaica and who tied the ribbons of her cousins' hats together in church, with gratifying results when they stood up for the hymn, will delight any primary class.

Sarah remains staunchly unimpressed with all this femininity and the book ends unsentimentally with her leaving the old ladies to return to her playmates when she recovers. It gives a delightful insight into rural West Indian life in the recent past and I recommend it highly for reading aloud.

Rosa Guy is a distinguished black American novelist with several successful books for young adults to her credit. In *Parade, PeeWee and Big Dog* (Collins, £5.95), she writes for the first time for a younger age group. The story describes an eventful day in the life of three boys who live in New York City.

Again, the illustrations - by Caroline Blinn - are better than the text, which is stronger on plot than character. Though the three boys are carefully differentiated and their relationship

is convincingly complicated, with sometimes hilarious results, the author's presence obtrudes: "Rising up the hill to the avenue, Paris forget all about the sun and its dip to the west. He no longer worried about work that had to be done. His mind was set on new adventure. He turned the corner, dashing into the little store that sold everything from groceries to hardware."

While it is probably no mean task to convey convincingly the mind of a ten year old, the plodding prose is surprising from an author who has written so brilliantly about adolescents.

Digital Dan, by Jamila Gavin, a Read-Aloud book from Methuen (£3.95) is about the imaginary adventures of a small boy.

There is no reference to his colour in the text. Only the pictures make it clear that he is black. This is a welcome idea as black children must surely prefer to be heroes in standard stories, rather than being singled out all the time because of their parents' exotic origins. What a pity, therefore, that the stories are so crude, similar to those in comics, but without the graphics.

Comfort Himself, by Geraldine Kaye

(Andre Deutsch, £4.95), at first seemed unpleasantly overwritten. "Comfort Jones was running. She had never run as fast as this or as far, she hadn't known she could. Right across Kensington Gardens and up the Broad Walk with the carrier bag of shopping banging against her legs and her breath scraping her throat as if she had swallowed barbed wire."

But this story of an Anglo-Ghanaian child, forced to cope when her carefree English mother is suddenly killed, soon became compelling. "A child gets her blood from her mother but her spirit from her father," Comfort has been told, and despite the desire of her English grandparents to bring her up in the village to which they have retired, she feels the need to go to her father and his family in Ghana, though that too proves to be temporary. Comfort is a resourceful, independent 11-year-old and her experiences in rural England and in Ghana will fascinate boys as well as girls. For a teacher trying to counter sexual as well as racial prejudice this is an excellent choice of reading aloud to top juniors and many children will want to choose it for reading again to themselves.

Treasure trove

Guilt and Gingerbread. By Leon Garfield. Viking Kestrel £4.95. 670 80012 0.

Once, long ago, there was a poor student who loved a princess with a heart of gold. He loved her so much he was tempted to gain what he desired - by means of open-heart surgery.

In Leon Garfield's latest book, a sort of extended fairy tale rather than a full-length novel, a macabre proletrarian "your life in their hands". Giorgio is the poor student (Padua, reading philosophy) and Charlotte is the princess. The rich, the famous and

the nobly-born have all come courting her in her Rhineland Schloss near the town of Oberweselberg. Giorgio dreams of succeeding where they have failed and of winning her love. "To say nothing," estimated Giorgio, who had looked up Oberweselberg in a gazetteer, "of a noble residence in the Baroque style, with two hundred rooms, four hundred acres of ornamental gardens and woodland and a town with three breweries, many first-class inns serving local dishes, and a thriving trade on the River Rhine." So she smiles on him "and he wondered how many fire there were to the Oberweselberg mark".

What follows is a tensely sustained tale of awful literalness. Yet (and this is a striking testimony to Garfield's skill as a story-teller) it is also a delicate and very funny story, but a classic example of a gruesome Gothic tale and a parody of one.

Like all good fairy stories, it is not particularly suitable for children. It will however hunt and charm all those who have ever been seduced by the Rhine Wein- or Bierfest; who appreciate the truth that love is the only treasure that increases "with the spending"; and who like happy endings.

David Self

By a big, for smalls

Hugh David meets poet Adrian Mitchell

Adrian Mitchell has always been on the side of the underdog. For 30 years his poetry has celebrated the fox rather than the hunter, the little man rather than Mr Big, as rather than a faceless Them... and kids rather than their teachers.

This hasn't always made him popular in academic and educational circles, but mere possession of the pen has ensured that he has usually had the last laugh. "There Are Too Many Of Them", an early two-line poem reprinted in *For Beauty Douglas*, his collected poems 1953-79, wryly observes: "Most poets are bad poets, the poor creatures. Much worse than that: some teachers are bad teachers." The same teachers, of course, also includes the preface to the book that "None of the work in this book is to be used in connection with any examination whatsoever".

Knowing all this, it is tempting to assume that *Nothingness Day*, Mitchell's new collection of poems for children is another round in his battle against teachers and what he has called "the education system limited". One poem in particular seems to clinch things. It paints a familiar picture of a blackboard, "Five different colours of chalk/And a class of twenty-five smalls/One big", and then goes on to ask:

Does the big break up the chalk
Into twenty-five or twenty-six
And invite the smalls to make
A firework show of colours...

"No" - the answer sits on its own, a stern, forbidding mono-syllable - "The big looks at the textbook/Which was written by a big/And published by a firm of bigs"...

It is out of such direct contact with children that *Nothingness Day* was compiled. Adrian Mitchell has written children's plays for both schools' television and the theatre, but this is his first collection of poetry for "kids and their allies".

"I'm not sure there is a difference between children's poetry and adult poetry", he says explaining what at first sight appears to be a surprisingly late debut as a children's poet. "Even the poems in *Nothingness Day* I didn't write with children in mind. They are just poems which I have written and which children happen to like". Sever-

al, he says, were written for and about his own children. The title poem was a present for his daughter Sasha, another was written when her younger sister Beattie demanded a poem she could take to school.

Punning, outrageous (one features the "Set-Square, Square-Set Gunman" Oblong Cassidy) but frequently, and often when one least expects it, simple and moving and beautiful, the poems are in many ways a perfect introduction to Mitchell's work. Commissioned to illustrate them, artist John Lawrence chose to make one composite wood-engraving which is reproduced on the cover of the book. It depicts a complex dream-world in which unicorns roam, elephants play jazz and monkeys swing from pine trees, but in which there is also room for lovers to spoon beneath a waterfall and for Beattie Mitchell to skate on a pond. The engraving has been split into individual elements to provide illustrations for many of the poems.

Beautiful though it is to handle, *Nothingness Day* will also be a book which those smalls in their classroom will read and enjoy. "I do hope they won't just sit around and analyse the poems", he says. "I hope they will perform them, sing them, act them, shout them, maybe copy them and decorate them with borders". Adrian Mitchell has mellowed, but not all that much.

In one of the final poems he puts himself in the position of a ten-year-old. "Teachers, parents, cops/Always getting at me", the child complains - but at least he knows what to do:

I stick my hands in my pockets
And stare at them
And while I stare at them
I think about sick

They call it dumb insolence
They don't like it
But they can't do you for it.

"*Nothingness Day*" by Adrian Mitchell and John Lawrence is published by Alison & Busby at £3.95.

Heroic deeds

The Woman in the Moon and other tales of forgotten heroines. By James Riordan. Illustrated by Angela Barrett. Hutchinson £5.95. 0 09 156760 2.

In the early 1970s folk and fairy tales came under fire from feminists angry at the perpetuation of the "pretty, docile and compliant" female stereotype (*Cinderella, The Sleeping Beauty*). Feminist rewritings of folk tales followed - the Merseyside Women's Liberation Literature Collective's version of *Red Riding Hood* had the heroine dispensing with the woodcutter's services and despatching the wolf herself. But it was not until Heather Lyons's seminal article "Some Second Thoughts on Sexism in Fairy Tales" (in *Literature and Learning*), edited by E. Grigson and P. Walden, Ward Lock Educational

1978) which pointed out that the folk tale tradition, far from being inherently patriarchal, bristles with positive heroines (in some cases rescuing more siblings than their male counterparts) that the rediscovery of "forgotten" heroines got under way.

The first contribution to this "rediscovery" was Alison Lurie's *Clever Gretchen and Other Forgotten Folk Tales* (Heinemann 1980) which included a blow for male liberation by its inclusion of "The Sleeping Prince", a Spanish variant of "The Sleeping Beauty" in which the Prince is rescued by a brave Princess.

James Riordan's *The Woman in the Moon* is a most welcome addition to this reclaiming of women's cultural heritage (as the *Spare Rib* books' editor put it: "although this is by a man (I), it looks quite good..."). Riordan brings impeccable credentials to his collection - a track record of fine folk

tale collections, an understanding of the bowdlerization that many folk tales have undergone, and practical experience in the field of collecting tales from different cultures. *The Woman in the Moon* attests in addition to his exceptional qualities as a vigorous yet sensitive teller of tales from different traditions - whether it is Gulluna the Tartar warrior routing the army of Khan Kuzul by her strength and cleverness or the rustic Lincolnshire tale in which a foolish man makes up for his deficiencies by marrying a clever wife. Riordan finds the exact and robust voice with which to convey the richness and the particularity of the part of the world in which the story is set.

Angela Barrett's elegant black and white illustrations reflect the splendour or simplicity of the settings with dexterous cross-hatchings and fine detail.

Rosemary Stones

Odd ones out

Mistis. Edited by Peggy Woodford. Bodley Head £3.95. 371 30824 7.

My expectation of a set of stories for young readers with a title like *Mistis* was that it would be rather plumb, and I was delighted to be proved wrong by the first story, Peggy Woodford's own very funny contribution, about people who suffer from ludicrous names. Perhaps Lively's tale, too, in which a French exchange student casts a disconcertingly alien eye over the doings of a highly affluent set of affluent picknick-

ers is on the lighter side of difference. The others are less cheerful, however, exploring more, as I had expected, the miseries of not belonging; no harm in that, of course, if it is done well, and in many cases it is. John Blake contributes a fierce story of a practical joke which alarmingly exceeds the expectations of its planners, R M Lamming a ghost story which as a ghost story is fairly banal, but as a portrait of an insomniac is brilliantly accurate. Emma Smith's "Mackerel" is sentimental, but rather well written. The puzzler is John Wain's "Jack."

Vince, Jo-Anne and the Raving Reversers". I realized when I had finished it that my original assumption that I knew who the mistis in the story was needed revision - and that the revision needed revision - and I'm still not sure I hope that was a healthy sense that the mistis in the story is one to think about, not just to take for granted. The collection as a whole is various and thoroughly readable; it should provoke a range of sympathies.

Audrey Laski

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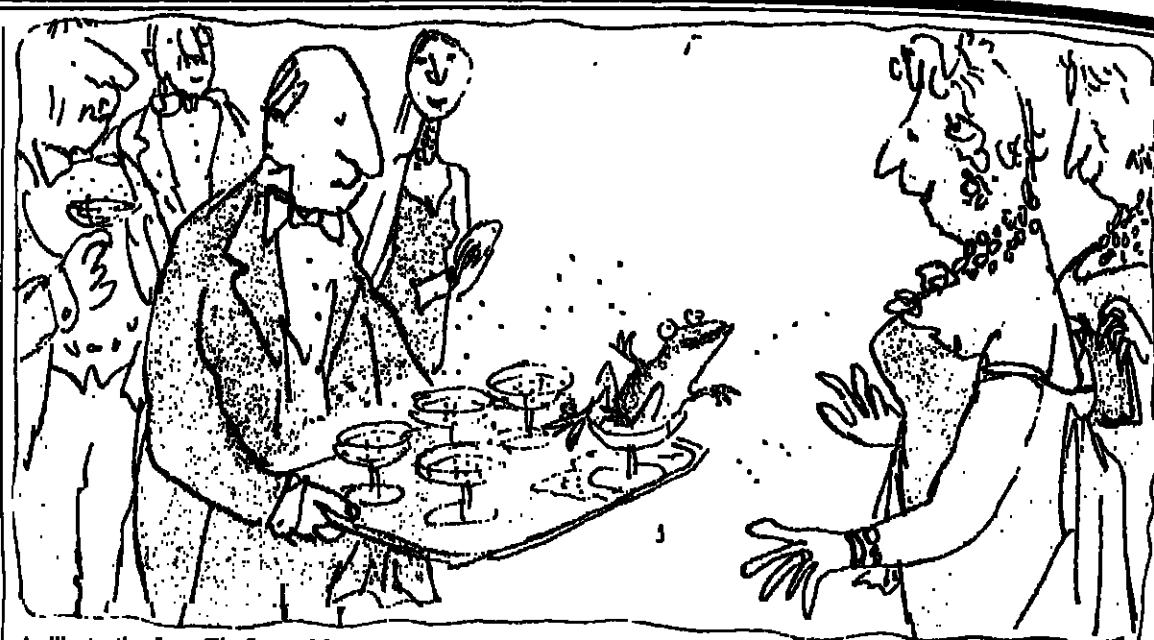
Naomi Lewis on picture books

"We have fewer friends than we think, more than we know," so runs a teasing aphorism. Unpuzzle this as you may, it is certain that the acquiring of a private, personal friend, real or imaginary, human, animal, toy or piece of blanket, is the first human move to separateness: I am my own creature, not just a part of the family loaf. Unlike as they are in manner, the books below all hold an aspect of this inviting theme.

Thus, for a start, *We Two by Imtraut Karth* (Saunders (Abelard North-South £4.95) is a very successful instance, lively and yet comforting, for the extremely young: say two to four or five. The friends here are a lonely, rather fretful little pig and a kindly elephant, who pulls pig along in a tiny cart, gives him balloons, cools him off with a sprinkling of water, takes him home when tired. Text is in verse, a stanza to a page. ("What super fun we two friends have! The little piglet said. The elephant fetched him four balloons, green, yellow and two red.") Fair enough. But visually the book is a

little gem, deceptively simple, a model of design, exactly meeting its purpose. Any idea will sparkle in the hands of Quentin Blake, and *The Story of the Dancing Frog* (Cape £3.50) is very good Blake indeed. Gertrude, wife of the vanished sailor (she looks, with her long yellow hair and long narrow skirt like a trendy young nymph from SW3 or NW1 - indeed, just like Mamma who is telling the tale to little Jo) finds solace for her solitude in a friendly frog. It dances to her wind-up gramophone (what tune, by the way?), becomes a music hall turn in yesterday's England, a prestige star in France, in Spain, in the Russian ballet. Devoted friends, Gertrude and frog remain companions for life, resisting all other offers. Gorgeous stuff. As with Ardizzone Blake seems to thrive on frequency; there is an endless freshness in his familiar style. You could say that the more he does, the more he delves and finds.

Mabel's Story by Jenny Koralek and John Lawrence (Patrick Hardy £5.50) a grandchild/grandfather tale, inverts in



An illustration from *The Story of the Dancing Frog* the happiest way the usual older-tells-younger the bedtime story (or as here, the one that delays the bedgoing). It's a hot summer night in the garden; the harvest moon is overhead; little Mabel is in the swing. Grandpa puts down his wheeler. "Come on, Mabel, it's bedtime." All right, she can tell him a story: after that, in she must go. Between Grandpa's cunning questions and Mabel's prompt and practical answers, a splendid tale unfolds, compounded of scraps of the wildest nursery rhyme, a King of the Snow, sweet chariots, swanborne aerial flights, and some homely Heath Robinsonian contrivances. Lawrence's witty, vivacious pictures (sepia line, light colours) wonderfully catch the skill and euphoria of the text. A lovely book.

In the *Atte*, by Huiwun Oram and Satoshi Kitamura (Andersen £4.95) has the same magic quality as the earlier *Angry Arthur* by this pair, though it would be hard to match the concentrated intensity of that theme. This is, you could say, about imagination, which can give you friends, people, solitudes, and take you where you will. "I had a million toys and I was bored," says the small boy narrator.

He finds a toy ladder (note this item; you'll see why) and climbs through a trap door into the attic - a place of wonders. There he discovers friends: a family of mice, some beetles, a spider, and One Other. Grass grows up; wishes are fulfilled, he soars out into the midnight sky. And as he returns full of news to mother's neat modern kitchen, the book reveals a surprise.

Moses the Kitten by James Herriot and Peter Barrett (Michael Joseph and A & C Black £4.95) is based on a genuine happening. Driving out to a farm in the icy Dales, vet Herriot sees in the reeds by a frozen pond a small black object, a halfdead kitten. The farmer's wife revives it, names it Moses, and places it in the heated sty where the sow has just had a litter. Moses regards himself as a piglet and so do all his adopted siblings. As for the mother pig, she and Moses stay friends throughout their lives. You have to like this wholly agreeable book, with its curiously moving story and its clear rather old fashioned pictures, the black cat a striking note against green fields, pink pigs.

May We Sleep Here Tonight? by Tnu and Yasuko Koide (Faber £5.25) is

another appealing book for the very young. Three little mice lose their way in the misty wood; night falls; they find a cheerful cottage with no one at home. A big wide bed takes the three comfortably. Then, Knock, Knock! Two lost rabbits. Knock, Knock! Three lost raccoons. They all fitcosily in the bed. Now comes another, heavier sound. Creak! Creak! Who's that? A huge and shadowy bear. It's his house! What does he say? "Well, well, what a lot of guests I have tonight." And they sit around the fire while he makes supper for all. In the gentle endearing pictures (line and crayon), note how the youngest sleeps through it all, and ends in the big bear's lap.

In *Are You There, Bear?* by Ron Maris (Julia MacRae £4.95) the friends are toys. A young hand with a torch searches the dark bedroom for Teddy. The round circle of torchlight touches a paw, a hint of fur, but each seeming clue belongs to another toy. No, it's Donkey. No, it's Dog. Ah, there he is, holding up a book about bears, which he reads to his fellow dolls. Not quite a match for Maris's *My Book* but the same hand is behind the bright, sympathetic child-angled pictures - and, in fact, we meet the same toys.

Back and forth in time

Changing Times. By Tim Kennemore. Faber £5.95. 571 13285 5

Don't trust a man, dear; and don't trust a boy not to grow up as dreadful as his dad. That might almost seem to be the message of Tim Kennemore's new novel for young readers. In spite of the masculine-sounding first name, Tim Kennemore is a woman, and she's inclined to be rather hard on my own sex. All the male characters in *Changing Times* are disastrous, as was the hopeless father in her earlier *Wall of Words*. But she can write. Her style is crisp and witty, she is full of ideas, and she keeps you turning the page. She is one of the few bright new talents to have emerged on the children's lists in the 1980s.

Changing Times is a time-shift story.

Victoria Hudley at 15 acquires a mysterious clock with a device allowing her to take day trips back or forward in her life to ages between nil and 24. In fictional terms that sounds ordinary enough. But the time trips are something more than amusing adventures. They are insights into Victoria's past and future - what made her as she is, and what she might become.

At the start of the story, she's a singularly selfish and bloody-minded heroine, as unappealing as her bad-tempered father and dreary mother. You wonder what her shy, devoted boyfriend Daniel sees in her. Then, while remaining internally her true age, Victoria goes back in time to being a happy infant with Gran, and an eight-year-old encountering her father's infidelity and her mother's suffering from it; and she goes forward

in time for a glimpse of being 23 and married to Daniel.

She sees that Father is largely to blame for what Mother has become; she also perceives that Daniel, under pressure, will be a male chauvinist like his overbearing dad. She sees how patterns of behaviour can repeat themselves. And she averts the threatened future by dropping Daniel; Mother leaves Father; and Victoria, Mother and Gran form a happy female family. Myself, I wasn't convinced that Daniel was a lost cause. Victoria could have made something of him. But I'm thinking of them as actual people, which is a good sign. And there's a great deal in this book for readers to think and talk and perhaps disagree about.

John Rowe Townsend

Plain Midlands tales

The Well. By Gene Kemp. Faber and Faber £4.95 571 13284 7

I suppose that most authors of books for children are driven along by an autobiographical impetus. Gene Kemp, though, in this latest book has gone beyond the implicit and come out, presenting *The Well* as a collection of plain tales from a Midlands childhood just before the second world war. Many of the ingredients have a familiar ring; "our dad appeared and gave us tuppence each, so we ran to the shop."

"Every day at milking time Farmer Tulley's cows walked up the lane." Inside there were sausages and creamy mash and spotted dick pud with custard."

However, praise be, the book certainly does not stop at that for these stories are a quantum leap beyond the

hackneyed. Cosiness is there certainly and the autumnal tint of longing for a distant time but there is also humour, vigour and, above all, deep understanding of the childhood mind reminding me of Arthur Ransome's belief that the good children's writer is still himself a child.

The stories themselves are homely, familiar ones of elder sisters chasing brothers with the yard brush; of forbidding teachers, posh visitors and putting on his best suit; of children who are fit and nesh and barmy. What really matters though is Gene Kemp's loving portrayal of a family whose mutual regard and zest for life stands out from the pages as Lichfield's Cathedral triple spires stood on the horizon of the author's childhood world. This is a delightful book: warm sympathetic and entirely pleasing to the ear. It is most welcome.

Gerald Haigh

Songs of the earth

Alan Garner's Book of British Fairy Tales. By Alan Garner. Illustrated by Derek Collard. Collins £8.95. 0 00 184045 2.

However scrupulously notated, an oral story on paper is only evidence of storytelling: the story lies in the air. It is, writes Alan Garner in his introduction to this potent, idiosyncratic book, "the performance, in which the vitality lies."

To quicken the tale in print, without deflating or defusing it, is a task requiring the most delicate adjustments. Garner has an ear - like Joseph Jacobs before him - to catch the subtle, hidden tune in the recorded words, so that the "printed text may sing". He has chosen for this book some of the most striking individual narrations in the corpus of British folktales, stories told with flair and cunning by skilled bearers and shapers of a now defunct tradition. Most are anonymous and lost to us; about others - Johnny and West Gray, Tammy Boswell, Rosie Griffiths, John Roberts - we know quite a bit; for some, we have a name or brief description: John Mackenzie, fisherman; Ann MacGillivray, "an old servant". Garner has not tried to impose his own voice on the stories, but to free the voices of these original narrators.

He is not concerned, however, to name them, or place their words in historical context. Instead, horror stories, slyly comic gypsy narratives, elaborate Gaelic wonder tales, stories from lowland Scotland and the English counties are mixed indiscriminately together in a way that confuses several distinct storytelling styles and traditions. This uncomfortable arrangement is I think the book's weakest point, and in marked contrast to the structural strength of Garner's previous work in this field, such as *The Gutter* and *The Lad of the Gad*.

Garner's opening story is "Tom Tit Tot", courting the inevitable comparison with Jacobs. Several other tales allow the reader to compare the two men's approach. Both show a proper craftsman's respect for their sources:



A detail from the illustration which accompanies "The Little Fox".

Garner is perhaps readier, in an age of mass-production, to preserve the rough quirkiness of speech. He has made little alteration to the texts he has chosen, save modifying dialect and orthography. Others have ironed out the individuality of such tales; he is

determined to exploit rather than expunge the verbal and syntactical freedom of his sources. This means that while the language is frequently vivid and expressive, it is also ambiguous and sometimes confusing. That, allied to the convoluted and macabre nature of many of the stories, delivers the sombre, startling poetry of these tales back to the adults. Anyone who doubts the power of these texts to stir deeply a modern audience need only look at the response they have drawn from the illustrator, Derek Collard: his woodcut title pages to each story are masterpieces of compressed energy. They have a quality compact, incisive expression parallel to that which Garner cherishes in the tales themselves.

Garner's preservation of tricky, unorthodox aspects of his originals can seem studied and they can, by snagging the reader's attention, impede the progress of the narrative. But he is aware, for instance, that the variation of tense in oral storytelling is not random, but a means of ordering the tale and establishing a time-scale of thought rather than action; such rare awareness informs all his textual judgments. Even where his decisions jar on me (changing the Suffolk neutral third-person "that" to "it" in "Tom Tit Tot"; a loss of lilt in his versions of stories noted with legendary keenness of ear by John Sampson) I am filled with delight to find a teller of these tales who values not just the plot but the language and the image.

This is a rich book and a remarkable book. It has its shortcomings, but they are the result of policy not incompetence. At the close of "The Little Bull-Calf", a male Cinderella variant that mutates into a dragon-slayer story, the hero asserts his rights: "How those gentlemen were mesmerized when he showed his authority!" Garner has the authority, and he has shown it.

Neil Philip

In affectionate memory

Noel Streetfield. By Angela Bull. Collins £8.95. 0 00 195044 4. White Boots. By Noel Streetfield. Collins £5.50. 0 00 184903 4. When the Siren Wailed. By Noel Streetfield. Collins £5.50. 0 00 184554 3.

It was not until 1942 that (somewhat incongruously, as an infant soldier) I encountered Noel Streetfield's first children's book, *White Boots*, published six years earlier, and found relief from square-hashing in the adventures of her lightweight heroine. Warm family stories I had met, but this had an extra glow. Novel also was the documentary exactitude, also typical of her work, much emphasized in Angela Bull's biography.

After a vicarious childhood, which set its stamp upon her writing, Noel Streetfield was for ten years a not very successful actress, an experience which later paid off in her theatrical stories. In the 1930s she blossomed as a novelist, popular but critically respected. Her third career, as a children's author, was accidental. She was talked into it unwillingly, as Louise Alcott was, and with equally happy results: She did not particularly like children but found that she had the talent to entertain them, and in a high degree.

Mrs Bull, herself a vicarage wife and mother, and a children's writer shares her subject's nostalgia for nineteenth-century values, brings sympathy and affection to her task. She admires Miss Streetfield's work, but discriminates between the best and the less successful. She writes with a frankness and detachment that few biographers offer when their subject is alive. She probes personal as well as literary perfection. She probes gaps and evasions, connects Miss Streetfield's oddy semi-fictional autobiographies, and records the family resentment they

The timely re-issue of several Streetfield stories affords a chance for reassessment. *White Boots* (1951) was to offer young skaters what she had already done for balletomanes and tennis enthusiasts. Mrs Bull describes how diligently Miss Streetfield, too old to start skating herself, studied books, read, the story wanders about and interrogated experts and watched contests. It is a story about taking pains and is a writer certainly set an example.

Equally the book illustrates how heavily she customarily depends on "that willing suspension of disbelief" which induces children to accept an irresistibly attractive fantasy of which the details are impressively accurate and the plot wildly improbable. Harriet is recovering from an unspecified illness. For remedial purposes the doctor sends her to the local rink, where Lalla, orphan of a world champion, is being groomed by her inexorable aunt to repeat her father's triumphs. Aunt Claudia is persuaded that the shabby, insignificant novice will provide non-competitive friendship for her talented niece. As it is "impossible to train properly and attend a school", Lalla has a governess, plus fencing and ballet lessons.

All of these Harriet henceforth shares, with not a word about her former school, old friends or recovery of health. A year later it is, of course, Lalla who fails to make the grade and the once-disadvantaged Harriet who is heading for eventual Olympics. In *When the Siren Wailed* (1974) Miss Streetfield went back to the years of evacuation and blitz, drawing on her own "blotting paper" memory, almost always accurate, though surely we were not speaking of "Molotov cocktails" in 1940? The book, one of her last, is full of Cockney vitality. Only its ending seems contrived and perfunctory, as though by then, understandably, the writer was growing tired.

Geoffrey Trease

Hill farm

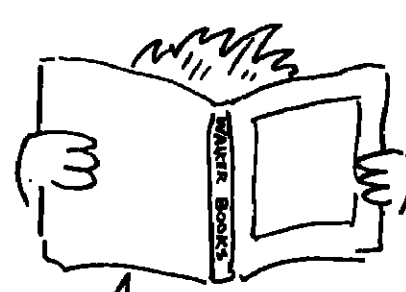
The Stravagers. By Elizabeth Gossans. Hamish Hamilton £5.95

The Stravagers is an attractive book for ten years old up; the child characters are easy to believe in and get fond of and the background of Border hill farming is detailed and true to life. Every member of the family has a job: father works hard and long hours but remains the sort of decent, kind, courageous man whom I used to meet among my country neighbours, at the dipping, the sales or, when there is a little leisure time, with his foot on the river. The story wanders about and perhaps the end of it is not quite believable, but meanwhile we get to know Betsy, the main character, her brothers and her wee sister, as well as the mysterious watcher and all the farm beasts.

I am a little worried by the Anglicization of the descriptions and much of the talk, though Elizabeth Gossans allows a little liberty with the Gaelic consonants of the old Highland woman and how did it come about that she and her spinny wheel had come so far south? There is a touch of the Doric elsewhere, but it would have been a richer picture with more Scots speech. Maybe it was thought too difficult for the English market - where we are all supposed to understand American.

Naomi Mitchison

A competition has been launched by Dillons, the bookshop, to encourage teenagers to read. Believing that 11 marks a watershed when even young bookworms turn elsewhere for entertainment, the organizers are inviting young people between 11 and 16 to write about books. Enthusiasm for reading rather than writing ability will be rewarded - to the tune of £50 worth of books for the winner and three £10 vouchers in each of the three age groups. There are prizes for schools too. Judges include the popular author Penelope Lively. Contributions to be sent to Dillons Young Reader Competition, 146 Edgwarebury Lane, Edgware, Middlesex HA8 8NE by January 12. Entry forms available from above address or Dillons.



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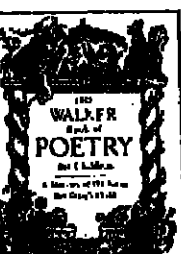
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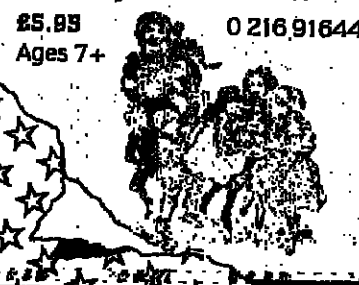
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Tales from long ago

Many of the great classic stories in our heritage are based on traditional lore of one kind or another. Legends inhabit a twilight between fact and myth, and so are rather more prone to adulteration and embroidery than the folk tale, though both are equally at the mercy of the editor.

Three of the four stories based on legends in the series *Great Tales from Long Ago* (Methuen, £3.95 each), have suffered the dead hand of the adaptor, here Catherine Storr. Robin Hood, illustrated by Chris Collingwood, is told in awkward, lifeless episodes, while in *Rip Van Winkle*, illustrated by Peter Wingham, many of the details that gave Washington Irving's tale its character, have been removed. Gone too are the old-fashioned charm and sympathetic tone of voice, leaving the narrative correct in essentials, but stilted and bald. In *The Pied Piper of Hamelin*, illustrated by Anna Dierckx, Brownings' sparkling alliterative rhythm has been inexplicably dismissed for a lack-lustre prose version of the famous poem. Only *Hilawatha*, illustrated by Chris Molan, keeps the original text (or part of it) by Longfellow, with its chanting, dreambeat tempo. The whole series is unimaginative, the illustrations mediocre, and the production dull.

The life of the folk tale, however, is more difficult to suppress, and it often needs a certain abruptness to match the pace. The following stories from around the world have a no-nonsense air about them that requires brisk handling. Both *Little Brother without a Name* and *The Little Girl and the Crocodile* (Mcdonald, £2.95 each), retold by Alfred Kerner from, respectively, Indian and African sources, are written in clear, simple phrases, though the latter reads uneasily in parts. Dieter Miller's illustrations are rather weakly handled, needing the strength of shape, line and colour



Gregg Reyes' *Zoo Walk* (Oxford University Press £4.50) is a black and white picture book whose elegant silhouettes tell the story of the little dog Moby and his surprising night-time walk among the zoo animals.

found in relevant traditional patterns. *Mighty Mountain and the Three Strange Women* (Black £2.95), by Irene Hodiund, translated by Judith Elkin, is an amusing Japanese tale about a wrestler trained by women. Feminists will undoubtedly approve, and the artist, while westernising Japanese art styles, extends the humour nicely - witness the fleshy, pot-bellied strong men reduced by the hero to tears. *Tales of Ancient China*, retold and illustrated by Gary Chalk (Müller £9.95 hardback, £5.95 paperback), is a selection of 16 legends recently collected by the author in Malaysia. The authenticity of the tales is not in doubt, but somewhere on the journey the storyteller's voice disappeared, resulting in a solemn, wordy text with little spirit. The accompanying pictures also fail to appeal, with pointless and disconcerting repetitions of the harsh, ultra-bright borders and full-page designs.

Brevity and plain, often sharp, speech are two obligatory characteristics of the fable, alongside its shrewd glimpse of human nature and succinct moral. In *Aesop's The Miller, his Son and their Donkey* (Abelard £5.95), illustrated by Eugen Sopko, these qualities are allied to harmless and pleasant illustrations in summer greens and golds that emphasize the donkey's frustratingly leisurely progress. *Chicken Licken* (Oxford University Press £4.95), retold and illustrated by Gavin Bishop, concerns a very different journey, conducted now in autumn amidst swirling oak leaves in orange and deep red. This

cumulative tale first appeared in Halliwell's *Popular Rhymes and Nursery Tales of England* (1849), subsequently retold by Joseph Jacobs, on whose snapper version this is based. Though shorter still, it keeps the lit and swing that make it marvellous to tell. Within the lively pictures, boldly composed on a huge scale, the racily comic characters pursue their doomed way against an increasingly stormy, threatening sky. Text and illustration perfectly intertwine, with the drama cleverly heightened by the turn of each page. Finally to *Fat Cat* (Abelard £5.95), retold by Jennifer Westwood, another cumulative tale, this time from Denmark, and with similar motifs to our *Johnny-cake*. The vigorous narrative grows with the cat's appetite, the number of victims multiplying with each gulp until the woodcutter cuts him in half to release them. Fiona French has this time chosen Toyland as her setting, with houses and figures alike composed of basic geometric shapes. The delightfully-named *Skolkenlot* is really folded paper, while pretty *Skolkenlot* is made up of various red and yellow circles. The flat, two-dimensional designs in their clean, bright colours, are saved from being too clinical by well-judged areas of detail. The result is extremely effective, and the build-up of porridge, pot, old woman, fowls and damsels in *Fat Cat's* round stomach, to the climax, where with a glorious whoosh! they all fly out, shows pattern, shape and colour to be under superb control.

Tessa Rose Chester

Fruity crop

Banana Books: *The Moon Monster*. By Douglas Hill. 0 434 93024 5. *Dragon Trouble*. By Penelope Lively. 93022 9. *Jane and the Pirates*. By Julius Older. 93020 2. *Freckle Juice*. By Judy Blume. 93021 0. *The Big Stink*. By Sheila Lavelle. 434 93023 7. *The Ghost Child*. By Emma Tennant. 434 93025 3. Heinemann Education Books £1.95 each.

A set of six hardbacks, each by a well-known children's author and illustrated throughout in colour, yet offered at little more than paperback prices? Teachers of seven-to-nine-year-olds may well wonder if Christmas hasn't come early this year. Heinemann's new Banana Book series is pitched squarely at young readers in that between-and-between stage when picture books are too short (but still enticing) and full-length texts are too long (but beginning to beckon). Whether taken in a bunch or one at a time, Banana Books advertise themselves shamelessly by means of a shape that's longer and thinner than you'd expect and a sun-bright jacket guaranteed to catch the eye. Just like the fruit, in fact.

Clearly much thought has gone into the format of the series. This is reflected in every aspect of its design from the sharpness of the type-face to the toughness of the binding. Equally clearly, and very properly, great care has been taken to get the content and vocabulary right - right for children, that is. The highest compliment that

can be paid the series consultant, who's an Education Officer no less, is that the teacherly input is easily disguised by both boldness and informality. There's nothing stuffy about a Banana Book. The display pack of six comes complete with badges, hats and even inflatable bananas but the look of the books themselves is their own best promotion.

Lest all this seems too good to be true, it must be conceded that the quality of the stories on offer does vary a bit. Julius Older's *Jane and the Pirates*, for example, tries to lure the reader on with questions at the end of each chapter but the only question which really counts is why a youngster should bother with so humdrum and aimless a tale in the first place. Even *Dragon Trouble*, by Penelope Lively, suggests a talented author who hasn't quite taken trouble enough. Luckily, the remaining titles show much more energy and flair. *The Moon Monster* by Douglas Hill makes a deft conservative point and Emma Tennant's *The Ghost Child* is genuinely scary. Judy Blume's *Freckle Juice* and Sheila Lavelle's *The Big Stink*, turn out to be the pick of the crop, however. Here child-centred format and child-centred subject-matter are in most satisfying alignment with language aptly adjusted in sympathy. All six books, moreover, attempt to match the style of author and illustrator - the teaming of Charlotte Voake and Emma Tennant for *The Ghost Child* being especially successful. With a fresh consignment of Bananas promised for the Spring, including stories by Kevin Crossley-Holland and Dick King-Smith, this is a series to watch.

Chris Powling

Jo's girls

Ms Muffet Flights Back. By Rosemary Stones. Available free from Penguin.

Feminist critics are commonly urged to stop carping about misogyny and stereotyping in books and, instead, to focus attention on what they consider authentic doing this for the Penguin range as long ago as 1979 when they published her multiethnic catalogue, which since then has demonstrably boosted sales. Now *Ms Muffet* is being snapped up at a rate which indicates lively public interest.

The recommendations are divided: first, into non sexist books for children, from pre-school age to young adult, with an outline of the contents and an occasional illustration. Second, we have unannotated titles, "By, for, and about women", including biography, a small sub-section on the fiction and drama which express male views of female dilemmas, and selected coverage of such varied topics as health, art, the social sciences, and feminism itself. Such eclecticism produces a refreshing effect, once you've recovered from the initial shock of seeing George Eliot sandwiched between Margaret Drabble and Betty Friedan, and of finding Mother Julian of Norwich with the theology section all to herself. In her introduction, Rosemary Stones argues (to my mind, wholly

convincingly) that questions of sex roles and relationships cannot fail to loom large in children's literature, which must inevitably reflect its readers' concern with growth and prospects, present and future identity, friendship and love. More controversially, she has included old favourites, such as *Millie Molly Mandy*, *The Railway Children* and *Ballet Shoes* which appear conventional, even conservative, in our day but, in their own, kicked over established gender traces and tore off repressive corsets. Such stories, read with pleasure and remembered with affection, retain a core of vitality that is inherently liberating. From the combined experience of heroines in this tradition, the reader derives a sense of historical change and extended possibilities. To prove it, Simone de Beauvoir, a champion of the second sex if ever there was one, describes how she took heart and inspiration from the example of Jo in Louisa May Alcott's *Little Women*: "She was much more tomboyish and daring than I was, but I shared her horror of sewing and housekeeping and her love of books. She wrote; in order to inherit her more completely, I composed two or three short stories".

Altogether, this helpful compilation deserves its immediate success, give or take a few typographical errors and an inept cover design, which shows a sailor suited girl wielding a "creaky crawly spray". Don't publishers know that in any battle between archaism and airborne insecticides, right thinking people want the spider to win?

Marion Glastonbury

Strands of Indian tradition

The Indian Story Book. By Rani Singh. Illustrated by Bryan Orion. Heinemann £6.50.

This new anthology presents eight famous stories from India's rich heritage of myths, legend and classical literature, narrated in Rani Singh's own style of vivid dramatic expression.

The stories are not in any sequence of time or space. "The Magic Lake" is a fairy tale, "Hanuman the Monkey Man" is based on the famous epic "Ramayana" and "The Story of Shakuntala" has originated from the clas-

sical Sanskrit poet Kalidas' famous play "Abhigyan Shakuntalam". But they all have one thing in common - they are the stories that gave her pleasure as a child, and now she is trying to share the same with children everywhere. Hence, the emphasis is on enjoyment rather than authenticity. "They are not intended to be definitive versions", says Rani Singh.

There is a saying in India that in the oral tradition a story changes every 12 miles. This happens because narrators attempt to reflect the social and psychological complexities of their audiences in the stories. This process can

be seen in these stories. Some of the stories in this collection are over-loaded with multiple subplots and episodes. No matter how exciting they may be in themselves, they fail to create any desirable effect when crowded together, as they are in "Hanuman the Monkey Man", for instance. It would have been nicer to have each episode as a separate story. A short story is best finished at one climax.

The decorative illustrations by Bryan Orion are attractive, but rather stylized.

Aruna Ajitaria

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ADDRESS:

SEND TO THE SCHOOL LIBRARY ASSOCIATION, (T.E.S.) 29-31

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- BIENNIAL COURSE/CONFERENCE
- OPPORTUNITIES TO INFLUENCE DECISIONS THROUGH NATIONAL COMMITTEE CONTACTS WITH GOVERNMENT AND OTHER BODIES

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English

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History

Home Economics

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Nursery Education

Other Appointments

AVON COUNTY

REDFLEIGH NURSERY

Spencer House, Ship Lane, Redcliffe, Bristol BS1 6ER

Required from 1st January 1985

Applicants should be interested in parental involvement and have the ability to play the piano

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Remedial and Special Needs Teaching Posts

Scale 1 Posts

Middle School Education

ile Inner London Education Authority HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships:-

MILLFIELDS (JM) SCHOOL Elmcroft Street, (Rushmore Road, Lower Clapton), E5 0SH.

Vacant 22 April 1985. Roll 211. Burnham group 5 plus Inner London allowance plus £201/276 social priority allowance. The Burnham group in which this school will be placed on 1 April 1985. Whilst it is not yet possible to give a definite forecast of the Burnham group in which this school will be placed on that date preliminary calculations indicate that it may move one group below its present group. The successful candidate can only be appointed to the Burnham group applicable to the school on the day s/he takes up the headship appointment.

PRINCESS MAY (JM) SCHOOL Barrett's Grove, (Stoke Newington Road), N16 8AJ.

Vacant 1 January 1985. Burnham group 4 plus Inner London allowance plus £201/276 social priority allowance. Please send fooleap s.a.s. for application form and further details to Education Office, E0/TS10, County Hall, London SE1 7PB. Closing date for the return of completed forms 7 December.

KENTISH TOWN CE (JM&I (NC)) SCHOOL Islip Street, (Kentish Town Road), NW6 Tel: 01-485 1279

The governors invite applications for the headship of this old established school which has new buildings. The appointment will take effect from the summer term 1985. Burnham group 5 plus Inner London allowance. Roll 207 plus 30 full-time nursery pupils. Practising communicants preferred. Visits welcomed, please telephone the school. Application forms and further details available (on receipt of a stamped addressed envelope) from the Chairman of Governors, Revd. W. D. Knappner, Kentish Town Vicarage, Burghley Road, NW5; completed forms should be returned to him by 7 December.

ST AUGUSTINE'S RC (JM&I) SCHOOL Disbrow Road, London, W8 8QE. Tel: 01-385 4333

Required January 1985 headteacher who is a practising Catholic and holds the Catholic Teachers Religious Certificate. Roll 220. Burnham group 4 plus Inner London allowance. The governors are seeking to appoint a person with a strong interest in the arts. Vacancy due to promotion. Please telephone the school for application form and visit. Completed forms should be returned to the school by 7 December. ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

continued

WALTHAM FOREST AN EQUAL OPPORTUNITY EMPLOYER BARCLAY INFANT SCHOOL Canterbury Road, Leyton, E10 Headteacher: Miss D. Chapman

Required as soon as possible. Experienced, trained Nursery Teacher to be in charge of a 40 place P.T.E. Nursery within the infant school to work with infant teacher and 5 NNEB. Scale 2 plus Outer London Allowance. Application form and further details available on receipt of a stamped addressed envelope, to the Headteacher. Closing date: 7th December 1984. Ref: 13/79. (24991) 100026

Primary School Education

Headships

BEXLEY LONDON BOROUGH NORTHUMBERLAND HEATH INFANT SCHOOL Erith, Kent. Roll 188. Head Teacher. Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this school. Appointment to commence 22nd April 1985. Application forms available from the Chief Education Officer for Schools, 200-202, Crayford, Kent DA1 4EN. Closing date: 14th December 1984. (35373) 110010

MILTON KEYNES AREA BISHOP TARKER COMBINED SCHOOL Barton Road, Blitchley, Milton Keynes. HEADSHIP: Group 5. Applications are invited from well qualified, experienced, practising Catholic teachers for the Headship of this well established Catholic combined first and middle school with nursery unit. The number of pupils on roll is approximately 265. A nursery class with children attending on a part-time basis 5.30 mornings and 5.30 afternoons. Assistance with removal expenses and rental housing is available in approved cases and there is a wide range of housing to buy in the area. A successful applicant will be automatically considered and need not re-apply. Application forms and further details are available from the Education Officer, Milton Keynes Area Education Office, Watlington Road, Watlington, Mill, Milton Keynes MK12 8NY. On receipt of a stamped addressed envelope. (24781) 110010

CAMBRIDGESHIRE SOUTHFIELDS INFANT SCHOOL Blunham, Peterborough. REQUIRED FOR EASTER 1985: Head Teacher Group 4. Possible housing assistance. Further details and application forms available from the Education Officer, Southfields, Blunham Road, Peterborough PE1 1UJ (s.a.s. first class). Closing date: 14th December 1984. (35058) 110010

Wiltshire Primary Education Headteacher Posts RUSKIN JUNIOR SCHOOL SWINDON

HEADSHIP Group 6 N.O.R. Approx 350 Required from April 1985, for this large Junior school on the northern fringe of Swindon. Applications are invited from teachers with wide experience, leadership skills and a commitment to curriculum development. Previous applicants will be reconsidered unless they indicate they are no longer candidates. Further details and application forms available from C.E.O., Sanford House, Sanford Street, Swindon, SN1 1QH (please send S.A.S.). Final date for application: 10 December.

FOVANT C.E. Controlled First School, Tabury Road, Fovant, Salisbury SP4 6JZ. N.O.R. 23. Required for April 1985, a Head Teacher for this 5-9 First School, situated 10 miles from Salisbury on the A30 to Shaftesbury. Fovant School forms part of a 3 tier comprehensive system in which, at the age of 9+ pupils transfer to the Nadder Middle School, Tabury and then at 13+, by virtue of a special agreement with Dorset LEA, to Shaftesbury C.E. (Controlled) Upper School. Application form and further details (S.A.S. please) from and returnable to the Chief Education Officer (tel: 01777/PM8), County Hall, Trowbridge by 4th December.

REDLYNCH C.E. Aided Primary School School Road, Redlynch, Salisbury SP6 2PW. N.O.R. 68. RE-ADVERTISEMENT. HEAD TEACHER required for April, 1985 for this 5-11 C.E. Aided School, following the provision of Mrs. C. Fields to the Headship of Copemith Junior School, Hampshire. The school is housed in remodeled premises and serves a rural area to the south east of Dorchester, close to the Hampshire border. Applicants should be communicant members of the Church of England, or of another denomination in sympathy with it, and be willing to uphold Aided School principles. Application form and further details (S.A.S. please) from and returnable to Chief Education Officer, Education Department (01777/PM8) County Hall, Trowbridge by 27th November, 1984. Previous applicants will be considered and need not re-apply.

Deputy Headteacher Post Westwood-with-Iford Primary School Boswell Road, Lower Westwood Bradford-on-Avon, Wiltshire BA15 2AR. N.O.R. 80. Deputy Head to commence at the beginning of the Summer Term 1985. In this modern, rural primary school, (built 1976). The post is suitable for an experienced teacher with initiative and strength across the primary curriculum. An interest in promoting liaison with parents is desirable and an ability to teach Music or Sports/Games would be an advantage. Application forms and further details available from the Head Teacher (S.A.S. please). Closing date 7th December 1984.

Scale 1 Posts Christian Malford Primary School, Church Road, Christian Malford, Chippenham, Wilt. SN16 4BW. N.O.R. 75. Temporary Scale 1 Teacher for infants required from January 1985. The post is initially for two terms. Written letter of application stating age and giving particulars of education, training and experience and also the names and addresses of two referees to be sent to the Head Teacher by 3rd December 1984.

Grosham County Primary School, Station Road, Corham, Wiltshire SN15 9HU. N.O.R. 235. Scale 1 Teacher required from January 1985, temporary for two terms. The successful candidate will have an interest in Boys' Games and Outdoor Pursuits. Written letter of application, stating age and giving particulars of education, training and experience and also the names and addresses of two referees to be sent to the Head Teacher by 3rd December 1984.

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools.

Bacton County Primary School Group 2 Ages 5-9 Number on Roll 88. The school is situated in the pleasant rural village of Bacton, approximately 7 miles north of Stowmarket, and is to be remodelled and extended during the next financial year.

Elmsett C of E Controlled Primary School Group 2 Ages 5-11 Number on Roll 62. This 3 class primary school serves the village of Elmsett, approximately 7 miles west of the county town of Ipswich.

Fairfield Infants School, Felixstowe Group 4 Ages 5-7 Number on Roll 163. The school serves a pleasant residential area near the centre of Felixstowe, a resort town and growing port, approximately 12 miles from the county town of Ipswich.

The appointments for the above posts will date from the beginning of the Summer Term 1985. Further details and application forms are available from the County Education Officer, Grimwade Street, Ipswich IP4 1UJ (see above) and completed forms should be returned by 7th December 1984.

Suffolk County Council

Henry Maynard Junior School, Addison Road, London E17 Required for April. **Head Teacher** Group 6 Salary £12,888-£14,184 plus Outer London and Social Priority Allowance. Roll - 360 pupils (approx). Applications are invited from suitably qualified and experienced teachers for the Headship of this open-plan Junior School. Application form and further details available on receipt of s.a.s. from, and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, London E10 6GJ. Closing date: 7th December 1984. Ref. P31/71. (5278)

AN EQUAL OPPORTUNITY EMPLOYER Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.

Waltham Forest

HACTON J.M. & I. SCHOOL (Roll 314) Chepstow Avenue, Hornchurch, RM12 6AU. Required for April 1985

HEADTEACHER, Group 5 For this J.M. & I. School which includes a Partially Hearing Unit and a Nursery with a FTE of 30.

Application forms and further details are available (s.a.s. please) from the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR. Closing date: 7th December, 1984. (5276)

BUCKINGHAMSHIRE COUNTY COUNCIL HAYDON ABBEY COUNTY COMBINED SCHOOL Haydon Road, Aylesbury. Applications are invited for the HEADSHIP of this new combined school from Easter 1985. Present Roll: 344 pupils aged 3-12. This appointment is to be made as a result of the amalgamation of Haydon County Middle Schools. This is an advertised advertisement, and applications will be considered. Assistance with removal expenses is given in approved cases. Application form and further details (s.a.s. please) from: Education Officer, Aylesbury Vale Education Office, Aylesbury, Bucks. HP20 1UH. Closing date: 7 December 1984. (27962) 110010

DORSET VERWOOD C.E. (V.C.) FIRST SCHOOL Manor Road, Verwood. Required for Easter 1985. HEADTEACHER (GROUP 4) for this 3-9 age range First School which is being significantly enlarged to cater for 110 pupils (but possibly eventually 300 pupils in new premises to open in September 1985). Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.s. Closing date 5th December, 1984. 110010

DORSET ST JOHN'S C.E. (V/C) FIRST SCHOOL 124 on roll, 5-9 age range. HEADTEACHER for this Group 5 school. Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.s. Closing date 5th December, 1984. (28845) 110010

DORSET ST ANDREWS CE (AIDED) FIRST SCHOOL Potemill Magna, Shaftesbury. WINTERBOURNE CE (CONTROLLED) FIRST SCHOOL. HEADTEACHER (Group 1) required from September 1985. Previous applicants for the post at Potemill Magna will be automatically considered. Application forms, returnable by 15 December, and further details from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ (on receipt of s.a.s.). Closing date: 7th December 1984. 110010

Headteacher (Group 3) Heene C. E. (Aided) First School, Norfolk Street, Worthing. Required for this new First School (age range 5-8 years) to be established in September 1985 following reorganisation of the present First & Middle School. Applicants must be communicant members of the Church of England. Further details and application form from Education Officer for Area, 15 Mill Road, Worthing, on receipt of s.a.s. Closing date 17th December 1984. (5278)

West Sussex COUNTY COUNCIL

Norfolk

HEADS required for

Docking Voluntary Controlled Primary School (Group 2) **Walpole Cross Keys County Primary School (Group 1)** Application forms and details from the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL sent on receipt of a stamped addressed fooleap envelope. Closed date for applications: 7th December, 1984. (5276)

London Borough of Croydon Education Committee

Invite applications for the **HEADSHIP** of Purley Oaks J.M. & I. School from well qualified teachers able to run the School in accordance with the best Educational practice. Salary: Head Teacher Group 4 plus London Allowance. Tenable: 15th April 1985. Reasonable removal expenses will be reimbursed (details on request).

Application form and further details from the Director of Education, Education Department (TAS), Tebmer House, Park Lane, Croydon CR9 1TP. Tel: 01-886 4433. Ext. 2609 to whom completed forms should be returned by 30th November 1984. (5299)

DOVER DIVISION ST. MARTIN'S COUNTY PRIMARY SCHOOL 110010. Application forms and further details (see above) are available from the Divisional Education Officer, Cambridge Terrace, Dover CT16 1JL to whom they should be returned by 7th December 1984. (28888) 110010

CAMBRIDGESHIRE OAKINGTON CE (AIDED) COMMUNITY PRIMARY SCHOOL Oakington, Cambridge. Applications are invited for the Headship of this Group 5 school to commence in April 1985. Application forms and details available from Senior School Office, Cambridge Gloucester Street, Cambridge CB2 3AP (s.a.s. please) returnable by 10th December 1984. (28888) 110010

HERTFORDSHIRE Applications are invited from suitably qualified and experienced teachers for the following HEADSHIPS: ST ANDREWS C.E. OFE JMI SCHOOL. Burnt Lane, Hitchin, Herts SG4 9RD. April 1985. Burnham Group 5. Number on roll April 1985 250 plus 30 P.T.E. in attached Nursery. Roll approximately one third of the children are from an ethnic minority background. Re-Advertisement: Previous applicants will automatically be re-considered.

ROMAN WAY FIRST SCHOOL Burnt Lane, Royston, Herts. SG8 5EG. SEPTEMBER 1985. Burnham Group 5. Number on roll April 1985 220 plus 20 P.T.E. in attached Nursery. Unit. Application forms and further details available from the Divisional Education Officer, Grammar School Walk, Hitchin, Herts SG5 1JN. Please enclose s.a.s. Completed applications to be returned by TUESDAY, 11TH DECEMBER 1984. (55510) 110010

HEADSHIPS St. Matthews Junior School Charles Street, Luton, LU2 0EB Group 4. Estimated number on roll April 1985 - 203 children aged 7-11 years.

Shelton Lower School Lower Shelton Road, Marston Moretaine, Bedford, MK43 0LS Group 1. Estimated number on roll April 1985 - 28 children aged 5-9 years.

Required for April 1985. Applications are invited from suitably qualified and experienced teachers for the Headships of the above two schools. Application form and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 6AP. Closing Date: 30th November 1984. (5369)

Bedfordshire

EDUCATION COMMITTEE REQUIRED FOR APRIL 1985. THE FOLLOWING HEADS OF BURNHAM GROUP 5. HEADSHIP OF HEAD. Group 5. Roll 154 (Autumn 1984). Appointment to take effect from the Summer Term 1985. Further details are obtainable from the Director of Education, County Hall, Bedford MK42 6AP. (27488) 110010

DOVER DIVISION ST. MARTIN'S COUNTY PRIMARY SCHOOL 110010. Application forms and further details (see above) are available from the Divisional Education Officer, Cambridge Terrace, Dover CT16 1JL to whom they should be returned by 7th December 1984. (28888) 110010

SEVENOAKS DIVISION KEMING COUNTY PRIMARY SCHOOL Keming, Sevenoaks, Kent TN13 6PL. APPOINTMENT OF HEAD TEACHER. Roll: 230. Appointment to take effect from April 1985 for this Junior mixed and Infant school. Application form and further details available from the Divisional Education Officer, 66 London Road, Sevenoaks, Kent TN13 1AT (s.a.s. please) to whom they should be returned by 7th December 1984. Re-Advertisement: Previous applicants will automatically be re-considered.

HARTLEY COUNTY PRIMARY SCHOOL Round Ash, Walsley, Bedfordshire. APPOINTMENT OF HEAD TEACHER. Roll: 172. Required for April 1985 a Head Teacher for this County Primary School (pupils aged 5-11). Further details and application forms available from the Divisional Education Officer, 66 London Road, Sevenoaks, Kent TN13 1AT. Please enclose s.a.s. Closing Date: 14th December 1984. (55510) 110010

EQUAL OPPORTUNITIES POLICY Applications are welcome from suitably qualified and experienced people regardless of race, ethnic origin, religion, sex, marital status or disability.

WEST GLAMORGAN County Council

EDUCATION DEPARTMENT PRIMARY HEADSHIPS Applications are invited from suitably qualified persons for the following posts to commence as soon as possible or at the start of the Summer Term, 1985.

BRYNHAFRYD JUNIOR SCHOOL, Langyfelech Road, Brynhyfryd, Swansea, SA5 8LN. (Mixed) (301 on Roll) (Age Range 8-11). HEAD TEACHER is required for this GROUP 5 school. (Post Ref: 1.50.84).

MELIN JUNIOR SCHOOL c/o Hengwyl Primary School, Briton Boru, Neath, SA11 2UN (Mixed) (181 on Roll) (Age Range 7-11). A HEADTEACHER is required for this GROUP 4 school. (Post Ref: 2.50.84).

Application forms for the above posts are available from The Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN, upon receipt of a stamped addressed fooleap envelope. The CLOSING DATE for the receipt of completed application forms is THURSDAY, 8th December 1984. (5222)

Gateshead Metropolitan Borough Council DEPARTMENT OF EDUCATION Primary School Headships

Applications are invited for the following vacant Headships, duties to commence at the beginning of the Summer Term 1985:

- Dunston Hill Junior School, Dunston Bank, Dunston, NE11 9PY. Group 4.
- Emmaville Primary School, Crawcrook, Ryton, NE40 4ND. Group 4.
- Lindisfarne Primary School, Lindisfarne Drive, Gateshead, NE8 3LB. Group 5 + S.P.A.
- Gateshead Primary School, Broom Lane, Whickham, NE16 4RB. Group 3.
- Windy Nook Junior School, Albion Street, Gateshead, NE10 9BD. Group 4.

Application forms and further particulars for the above posts (large stamped addressed envelope please) are available from the Director of Education, Education Office, Prince Consort Road South, Gateshead, NE8 4LP. Completed forms to be returned to the Director of Education by not later than 10th December, 1984. (5251)

HEADTEACHERS

Required April 1985

Applications are invited from suitably qualified and experienced teachers for the following Headships. **GREAT CLACTON COUNTY PRIMARY SCHOOL** (Group 6), London Road, Clacton-on-Sea. **HAMSTEL COUNTY JUNIOR SCHOOL** (Group 6), Hamstel Road, Southend-on-Sea. **BLUEHOUSE COUNTY JUNIOR SCHOOL** (Group 5 + L.F.A. £258 p.a.), Leinster Road, Laindon. **MALDON COUNTY PRIMARY SCHOOL** (Group 5), Wantz Road, Maldon.

This school has a facility for approximately 12 pupils with moderate learning difficulties, (£201 per annum payable).

Re-Advertisement FARNHAM C. OF E. (AIDED) PRIMARY SCHOOL (Group 1), Farnham, Bishops Stortford, Herts (tel. Albury 339).

Applications are invited from suitably qualified and experienced teachers for appointment as Head of this Junior, Mixed and Infant School which has close links with the Parish Church.

The successful applicant should be a communicant member of the Church of England. Previous applicants will be re-considered. Removal and disturbance allowance scheme in operation for all above posts. Please send fooleap s.a.s. for form and details to County Education Officer, P.O. Box 14, Thredneedle House, Market Road, Chesham, Essex, CM1 1LD. Closing date: 7th December, 1984.

ESSEX County Council (5272)

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SECONDARY SCHOOLS

HEADSHIPS

ST ALDY'S COLLEGE
30 Hymers Lane (Hymers) No 51 V
The above school is a Roman Catholic
Voluntary Aided Comprehensive School
for 1000 boys in the 11-18 age range,
under the trusteeship of the Archdiocese
of Westminster. Burnham group 11 plus
Inner London allowance.

Applications are invited from suitably
qualified and experienced practising
Catholics for the headship of this school
which will become vacant on 1 September
1985, on the retirement of the present
head. Lay or religious applicants will be
considered.

Application forms and further details
may be obtained from the Clerk to the
Governors (at the above address), to
whom they should be returned by 15
December 1984. NJS.

JOHN ROAN (Mild Comprehensive)
Maze Hill, Blackheath, SE13 7UD
Applications are invited for the post of
headteacher from the summer term 1985
on the retirement of the present head, Mr
T. Taylor, Roll 1040. Burnham group
11 + 6 form entry, mixed comprehensive
(voluntary controlled), non
denominational, serving the Greenwich
area and as part of the Roman Schools
Foundation in history dates back over
300 years. The school has a close
relationship with neighbouring schools in
accordance with diocesan policy. Candidates should
have good academic background with proven
records of achievement in the education
service. The successful candidate will be
sympathetic to the educational policies of
the ILEA and conversant with the new
initiatives for curriculum development
throughout the secondary age range and
will be expected to show high qualities of
leadership and integrity to lead a new
management team and to motivate both
staff and pupils.

Application forms, together with
further details can be obtained from the
Education Officer, EOT/TSO, County
Hall, London SE1 7PS, to whom
completed forms should be returned by 14
December 1984.

DEPUTY HEADSHIP

DICK SHEPPARD (SEA)
Tulse Hill, Sussex, BN1 3JQ
Tel: 01-874 9421
Roll: 720
Head teacher: Paul Farmer
Required from April 1985, a 2nd Deputy
Head (Hymers) A candidate who has
already demonstrated success at this level
is preferred, able to play a very
substantial supporting, developmental
and leadership role in the multi-ethnic
school. Closing date 10th November,
NJS (Amended advertisement).

ART

ABBEY WOOD (SM)
Enham Drive, Abbey Wood, SE2 9AJ
Tel: 01-319 9178
Roll: 850
Headteacher: Mr. C. Whitford
Required from January 1985 temporary
part-time (0.8) teacher of Art to teach
three dimensional design throughout the
school.

BUSINESS STUDIES

Head of Department

AYLVING (SD)
South Park Road, SE16 3TZ
Tel: 01-237 9316
Roll: 850
Headteacher: E. T. C. Jones
Required from January 1985. An experienced
and qualified teacher of Business Studies
Scale 1. A candidate who has a good
knowledge of the subject and who can
contribute to the development of the
department. Closing date 10th November,
NJS (Amended advertisement).

Post of Responsibility

HURLINGHAM & CHELSEA (SM)
Petersborough Road, SE6
Tel: 01-731 3581
Roll: 810
Headteacher: Mrs Ruth Clarke
Required from January 1985 or April 1985, 2
teachers of Business Studies Scale 2.
Business calculations, typewriting and
computer experience. Teaching
mainly in Sixth Form. NJS.

SCALE 1 POST

BISHOP THOMAS GRANT RC (SM)
Belfry Road, Stratford-upon-Avon, CV37 2HT
Tel: 01-709 2324
Roll: 1300
Headteacher: John F. Edwards
Required from January 1985 for 2 terms.
Scale 1. Teaching Business
Studies. This is a temporary post pending
reorganisation in September 1985. NJS.

DESIGN & TECHNOLOGY

Posts of Responsibility

HAMPSTEAD (SM)
Western Road, NW3 3JT
Tel: 01-708 8133
Roll: 1020
Headteacher: Mr T. M. Taylor
Required from January 1985 or January 1986
for the post of second-in-charge of the
Design and Technology Scale 1. To join a
team of teachers in the department
teaching boys and girls across the whole age
and ability range. NJS.

Post of Responsibility

SCOTT LIDGETT (SB)
Drummond Road, SE16 4EE
Tel: 01-237 9001
Roll: 870
Headteacher: Mr. J. L. Litch
Required from April 1985, Scale 2 Deputy
Head of Department, Responsibilities 1/1
Deputy Head of Department, 1/1
Technology, 1/1. One year appointment, to
cover maternity leave, from 23 February,
1985 for six days per week. The successful
candidate should be a qualified COT teacher.
NJS.

SCALE 1 POST

WANDSWORTH (SB)
Sunderland Road, Wandsworth, SW18 3PT
Tel: 01-788 4253
Roll: 800
Required from January 1985 for two
terms only: Temporary teacher, Design &
Technology, Training preferred, but
consideration given to an art-related
teacher with some workshop experience
and an interest in Technical Graphics.

ECONOMICS

CARLHILL (SM)
Riverview Road, Heston Park, SE18 3H
Tel: 01-565 5102
Roll: 942
Headteacher: Mrs. J. L. Litch
Required from January 1985 for one term
in the first instance pending the
appointment of a permanent teacher of
Economics to the department. A teacher of
Economics to Economics to Economics to
A Level. NJS.

ENGLISH

CENTRAL FOUNDATION GIRLS' (SC)

31-33 Bow Road, E3
Tel: 01-281 1131
Roll: 950
Headteacher: Mrs Elizabeth Smith
Required from January 1985, Scale 1
Teacher of English. Interest in Drama or
Classical Studies welcome. NJS.

SIR JOHN CASS'S FOUNDATION AND RED COAT (GB)

St. Dunstons, London, EC1A 3DF
Tel: 01-760 6712
Roll: 870
Headteacher: Mrs J. M. Hays
Required from January 1985, Scale 1
teacher for English Department, NJS.

GEOGRAPHY

HOLLOWAY (SB)

Holloway Road, N7
Tel: 01-407 5885
Roll: 860
Headteacher: Mr. J. Cahill
Applications are invited from January 1985 or as
soon thereafter for a teacher of Geography, Scale 1,
to teach full time and ability range. The
successful candidate will have a good
academic background with proven
records of achievement in the education
service. The successful candidate will be
sympathetic to the educational policies of
the ILEA and conversant with the new
initiatives for curriculum development
throughout the secondary age range and
will be expected to show high qualities of
leadership and integrity to lead a new
management team and to motivate both
staff and pupils.

Application forms, together with

further details can be obtained from the
Education Officer, EOT/TSO, County
Hall, London SE1 7PS, to whom
completed forms should be returned by 14
December 1984.

MATHEMATICS

Head of Department

MOUNT CARMEL RC (SC)
On Two Sites: Eden Grove/Lough Road,
W2
Tel: 01-607 7065
Roll: 518
Headteacher: Mrs M. J. Chittick
Required for the Summer Term 1985
Head of Maths Scale 4. Must be suitably
qualified and experienced in teaching
across the age and ability range to
examination level, and be able to
demonstrate successful management skills
and a commitment to curriculum develop-
ment. The post carries responsibility for
teaching throughout the school to GCSE
and 'O' level, the leadership of the
department. NJS.

WALWORTH (SM)

Stamford Road, SE11 3US
Tel: 01-237 9103
Roll: 1200
Headteacher: Mrs. M. Morgan
Required from January 1985: Head of
Mathematics Scale 4. Will lead a team of
teachers in well-structured courses in
Mathematics to the Lower School and in
Modular Maths to the Upper School and
'O' level, CSE Models 1 and 2. In the
Lower School, together with 'A', 'O' level
and City and Guilds/RSA within the Elephant
Sixth Form Consortium. Applications are
invited from those with a sound knowledge
of the subject and who can contribute to
the development of the department. NJS.

Post of Responsibility

ABBEY WOOD (SM)
Enham Drive, Abbey Wood, SE2 9AJ
Tel: 01-319 9175
Roll: 950
Headteacher: Mr. C. Whitford
Required from April 1985, Scale 1 teacher
for Mathematics. The department has
introduced SMP 11-16 in years 1 and 2. Ability
to teach at 'O' level and to lead a team of
teachers. Closing date 10th November,
NJS (Amended advertisement).

SCALE 1 POST

BISHOP THOMAS GRANT RC (SM)
Belfry Road, Stratford-upon-Avon, CV37 2HT
Tel: 01-709 2324
Roll: 1300
Headteacher: John F. Edwards
Required from January 1985 for 2 terms.
Scale 1. Teaching Business
Studies. This is a temporary post pending
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DESIGN & TECHNOLOGY

Posts of Responsibility

HAMPSTEAD (SM)
Western Road, NW3 3JT
Tel: 01-708 8133
Roll: 1020
Headteacher: Mr T. M. Taylor
Required from January 1985 or January 1986
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Roll: 870
Headteacher: Mr. J. L. Litch
Required from April 1985, Scale 2 Deputy
Head of Department, Responsibilities 1/1
Deputy Head of Department, 1/1
Technology, 1/1. One year appointment, to
cover maternity leave, from 23 February,
1985 for six days per week. The successful
candidate should be a qualified COT teacher.
NJS.

SCALE 1 POST

WANDSWORTH (SB)
Sunderland Road, Wandsworth, SW18 3PT
Tel: 01-788 4253
Roll: 800
Required from January 1985 for two
terms only: Temporary teacher, Design &
Technology, Training preferred, but
consideration given to an art-related
teacher with some workshop experience
and an interest in Technical Graphics.

ECONOMICS

CARLHILL (SM)
Riverview Road, Heston Park, SE18 3H
Tel: 01-565 5102
Roll: 942
Headteacher: Mrs. J. L. Litch
Required from January 1985 for one term
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Economics to Economics to Economics to
A Level. NJS.

ENGLISH

CENTRAL FOUNDATION GIRLS' (SC)
31-33 Bow Road, E3
Tel: 01-281 1131
Roll: 950
Headteacher: Mrs Elizabeth Smith
Required from January 1985, Scale 1
Teacher of English. Interest in Drama or
Classical Studies welcome. NJS.

SIR JOHN CASS'S FOUNDATION AND RED COAT (GB)

St. Dunstons, London, EC1A 3DF
Tel: 01-760 6712
Roll: 870
Headteacher: Mrs J. M. Hays
Required from January 1985, Scale 1
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GEOGRAPHY

HOLLOWAY (SB)
Holloway Road, N7
Tel: 01-407 5885
Roll: 860
Headteacher: Mr. J. Cahill
Applications are invited from January 1985 or as
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to teach full time and ability range. The
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leadership and integrity to lead a new
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Application forms, together with

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On Two Sites: Eden Grove/Lough Road,
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Tel: 01-607 7065
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WALWORTH (SM)

Stamford Road, SE11 3US
Tel: 01-237 9103
Roll: 1200
Headteacher: Mrs. M. Morgan
Required from January 1985: Head of
Mathematics Scale 4. Will lead a team of
teachers in well-structured courses in
Mathematics to the Lower School and in
Modular Maths to the Upper School and
'O' level, CSE Models 1 and 2. In the
Lower School, together with 'A', 'O' level
and City and Guilds/RSA within the Elephant
Sixth Form Consortium. Applications are
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Post of Responsibility

ABBEY WOOD (SM)
Enham Drive, Abbey Wood, SE2 9AJ
Tel: 01-319 9175
Roll: 950
Headteacher: Mr. C. Whitford
Required from April 1985, Scale 1 teacher
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Required from January 1985, Scale 1
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Lincolnshire
County Council

tion

COLLEGES OF HIGHER EDUCATION

HEREFORD AND WORCESTER COUNTY COUNCIL
WORCESTER COLLEGE OF HIGHER EDUCATION
 Henwick Grove, Worcester WR9 5AJ
APPOINTMENT OF HEAD OF LEARNING RESOURCES (BURNHAM HEAD OF DEPARTMENT GRADE IV)
 Applications are invited from persons with qualifications and experience in the field of Media Resources/Educational Technology to serve as Head of Learning Resources (Librarian Service, Media Resource Service and Computing Service) and to manage the Media Resources Service.
 The salary will be on the scale £14,799 to £16,375 (Bursarial HOD IV).
 Forms of application and further particulars may be obtained from The Principal, Worcester College of Higher Education, Henwick Grove, Worcester WR9 5AJ. Tel: 488080. (35330) 340018

Other Appointments

HUMBERSIDE COLLEGE OF HIGHER EDUCATION
SCHOOL OF SCIENCE
MATHEMATICS AND ENGINEERING
LECTURER I (Temporary, part-time or full-time)
 Applications are invited for temporary part-time or full-time posts to teach introductory mathematics and/or engineering science on a special course for overseas students. Applicants must have appropriate teaching experience, including work at CES standard. Those appointed will be on a fixed-term contract for a period of 12 months commencing January 1985.
 Salary Scale Lecturer 1 £5,310 - £10,512 per annum.
 Further details and application forms may be obtained from the Personnel Section, Humberside College of Higher Education, Cottingham Road, Hull HU6 1RT. Tel: (0482) 446506.
 Closing Date: 3rd December 1984. 340026 (35364)

CANTERBURY CHRIST CHURCH COLLEGE OF HIGHER EDUCATION

Required for the beginning of the Summer Term 1985.
LECTURER II/SENIOR LECTURER IN MOVEMENT STUDIES to contribute to the work of the Movement Studies Department in a number of areas including the psychology of exercise to health degree level. Ability to teach courses in one or more of the following areas would be an advantage: gymnastics, aerobics, swimming. The Department must make a substantial contribution to courses for introductory primary school teachers. Applicants should have recent experience of physical education in schools.
 The college has approximately 1000 students and offers B.A., B.Ed., and B.Sc. degrees. P.G.C.E. and diploma courses in higher degrees in Education.
 Salary scale: Lecturer 11/12 Senior Lecturer £7,548 to £14,061 p.a.
 For further details visit to Mr. Alan L. Jones, Personal Assistant to the Principal, Canterbury College of Higher Education, Canterbury, Kent. Tel: (0482) 446506. Closing date: 14 December 1984. 340026 (35359)

ESSEX COUNTY COUNCIL OF HIGHER EDUCATION

CHELMER INSTITUTE OF HIGHER EDUCATION
SCHOOL OF CATERING AND HOME ECONOMICS
LECTURER GRADE I IN INSTITUTIONAL OPERATIONS
 Required as soon as possible. Lecturer Grade I to teach related aspects of Institutional Operations (Hot Food Preparation) to BTEC and City and Guilds and HCIMA students.
 This job involves teaching Food Service and some Accommodation work, and underpinning the education/training needs of adults to undertake the post of Development Officer until March 1987.
 The post holder from the Institute of Adult and Continuing Education, Chelmsford, will be the main contact for the Development Officer. The post holder will be responsible for the training of new staff and the development of the Institute's facilities for catering and home economics.
 Further details and application forms are available from: The Principal, M.Phil., Richmond Adult and Community College, Clarendon, Middlesex TW1 1LL. Tel: (01-81-5905). Closing Date: 7th December 1984. 380000 (32974)

Adult Education

COMMUNITY EDUCATION AND RECREATION OFFICER
 (Salary: £3,561 to £8,000) (35618) 380000

RICHMOND UPON THAMES LONDON BOROUGH OF RICHMOND UPON THAMES
DEVELOPMENT OFFICER
 Salary: Lecturer II £7,548 to £12,089 plus London weighting.
 We are looking for a lively and enterprising person, who understands the education/training needs of adults to undertake the post of Development Officer until March 1987.
 The post holder from the Institute of Adult and Continuing Education, Chelmsford, will be the main contact for the Development Officer. The post holder will be responsible for the training of new staff and the development of the Institute's facilities for catering and home economics.
 Further details and application forms are available from: The Principal, M.Phil., Richmond Adult and Community College, Clarendon, Middlesex TW1 1LL. Tel: (01-81-5905). Closing Date: 7th December 1984. 380000 (32974)

Youth and Community Service

CHESHIRE EDUCATION COMMITTEE
RE-ADVERTISEMENT
COMMUNITY ASSESSMENT TEAM SUPPORT TEACHER
 BURNHAM SCALE 3
 Cheshire Social Services Department in collaboration with Cheshire Education Department, is appointing six community based assessment teams to the County.
 The teams will provide a service to children and families at risk, with a comprehensive multi-disciplinary assessment team approach. The teams will be responsible for the assessment of children and families at risk, with a comprehensive multi-disciplinary assessment team approach. The teams will be responsible for the assessment of children and families at risk, with a comprehensive multi-disciplinary assessment team approach.
 Further details and application forms are available from: The Principal, M.Phil., Richmond Adult and Community College, Clarendon, Middlesex TW1 1LL. Tel: (01-81-5905). Closing Date: 7th December 1984. 380000 (32974)

Royal County of BERKSHIRE

Senior Youth and Community Worker
ORCHARD YOUTH & COMMUNITY CENTRE, SLOUGH
 £9,345 to £10,477 Inclusive
 Required to be responsible for the organisation and development of work with young people and adults among the black community in Slough.
 Applicants should have a clear understanding and experience of West Indian culture and aspirations together with proven counselling ability and skills in the planning and development of community projects, especially in the areas of welfare and legal rights.
 Further details and application forms are available from: The Principal, M.Phil., Richmond Adult and Community College, Clarendon, Middlesex TW1 1LL. Tel: (01-81-5905). Closing Date: 7th December 1984. 380000 (32974)

YOUTH & COMMUNITY

HAMPSHIRE
OAKLAND COMMUNITY SCHOOL
 Effraie Road, Southampton SO1 8BY
DEPUTY HEAD - COMMUNITY
 (Bursarial F.E. HOD, II) To develop the wide-ranging community programme and the use of the purpose-built sports and recreational facilities for the benefit of the whole community. This is a challenging and exciting venture. Support by both full and part-time staff.
 Details and application forms from the Headteacher. Closing date: 15th December 1984. 440000 (37598)

LONDON

Inner London Education Authority
TEACHER LEADER
 at St Martin-in-the-Fields, Westminster, WC2
 Inner London Education Authority Youth Worker required to contribute to a team of two, plus part-time youth workers, to develop the social education of 16-18 year olds living in the area. The successful applicant will have substantial youth work experience and be able to support a large varied team of youth workers and manage active projects and equipment. Applicants should be willing to sustain and develop a diverse range of anti-racist and responsive service to young people.
 JNC Salary and conditions. Qualified salary £11,007 to £13,195. Unqualified: £5,886 - £6,540. Both scales include London Allowance. Should an unqualified worker be appointed to this post an additional Allowance of £1,000 will be payable. An Agency/Part-time/Job offer with secondment to the Centre.
 Assistance will be given to the service of the Authority with recruitment to this Centre.
 Details and forms returnable to: Mr. Peter J. B. Jones, Teacher Leader, Office, King House, 11 Westbourne Grove, W2 3UL. Tel: (01-733-8173). Closing date: 14th December 1984. 440000 (35567)

OXFORDSHIRE COUNTY COUNCIL

Community Education Worker (Youth)
 Career cut
 A full-time qualified youth and community worker is required in this growing town on the edge of the Cotswolds.
 Salary: JNC 3 (plus 4 - 8) £8,995 - £9,651.
 Application forms and further particulars from the Chief Education Officer, (Mr. F.E.D.), Newmarket House, 15 Mill Road, Oxford OX1 1NA. SAE essential, to be returned by 14th December 1984. 440000 (32958)

WEST SUSSEX COUNTY COUNCIL

YOUTH AREA YOUTH AND COMMUNITY SERVICE
 Qualified and experienced Youth Worker required for the Flimstone Centre, Littlehampton. Salary JNC Range 3 - 4 - 8, currently £8,995 to £9,651 per annum and plus London Allowance. Application forms and job particulars from the Area Education Officer, Youth & Community Services, 15 Mill Road, Oxford OX1 1NA. SAE essential, to be returned by 14th December 1984. 440000 (32958)

Athrofa Gogledd-dd Cymru The North E Wales Institute of higher education

FLAS COCH, WREXHAM, CLWYD SCHOOL OF COMMERCE
Temporary Lecturer Grade I in Computer Literacy
 (£5,910-£10,512)
 For Academic Session 1984/85.
 Applications are invited from suitably qualified persons able to teach Computer Literacy to Y.T.S. students.
 Further details and application form available from the Registrar, The North East Wales Institute, Plas Coch, Wrexham, Clwyd. Tel: Wrexham 356601. Closing date for receipt of applications 7th December 1984. (5258)

the College of Ripon & York St John

LECTURER GRADE II/SENIOR LECTURER IN PRIMARY EDUCATION
 with particular reference to children with SPECIAL NEEDS (£7,548 - £14,061)
 Applications for the above post are invited from teachers with graduate or equivalent qualifications and recent appropriate classroom experience. The post will take effect from 1st May 1985 and will involve work both in-service and with pre-service courses of teacher education.
 Further details and form of application available from The Principal, College of Ripon and York St John, Lord Mayor's Walk, York YO3 7EX, to whom completed forms should be returned to arrive not later than MONDAY 10th December 1984. (5320)

LECTURER II/SENIOR LECTURER IN PRIMARY EDUCATION

Applicants are invited from well qualified graduates able to make a significant contribution to the professional education and training of primary school teachers.
 Applicants must hold teacher qualified status and have recent successful teaching experience within the Primary age range. Possession of an advanced qualification in Education would be an advantage.
 The College currently runs a large four year programme leading to the Dip.H.E.B.Ed.(Hons) qualification and also has an established intake of Primary students taking the One Year Postgraduate Certificate in Education.
 Application forms and further details of the post and the College are available from:
 The Assistant Director (Staffing), Crewe & Alsager College of Higher Education, Alsager, ST7 2HL.
 Closing date for completed applications: Friday, 14th December, 1984. (5203)

Inner London Education Authority

Adult Education
 All posts which are graded Lecturer I to Principal Lecturer are considered suitable for job share. Applications for job share appointments will only be considered if submitted on a paired basis. A register of potential job share is maintained by EO/CEC 5, Room 26A, The County Hall, SE1 7PS.
STREATHAM & TOOTING ADULT EDUCATION
 Ernest Bevin School, Bechtroft Road, SW17 7DF
LECTURER GRADE I
 For work with Students with mental handicap.
 Required as soon as possible a Lecturer I to work with students with mental handicap. Applicants will be required to teach across the curriculum with an emphasis on basic education and should have experience and skills in dealing with a wide range of disability including students with profound and multiple disabilities. Experience in adult education will be an advantage. Applicants should have a firm commitment to our policy of integration of these students.
 Burnham (FE) Lecturer I Salary Scale £7,548-£10,512, plus £987 London Allowance.
LECTURER II
 To work with Students with Mental Handicap.
 Required as soon as possible a Lecturer II to work with students with severe learning disabilities throughout the Institute area. Extensive provision in the field is already made and the aim of the new post is to create and develop a Comprehensive Service for Students with mental handicap. This will involve liaising with statutory and voluntary organisations, the new post holder should have experience and skills in dealing with a wide range of disability including students with profound and multiple disabilities.
 The post involves up to six hours teaching a week and applicants should be able to teach across the curriculum. Experience of adult education will be an advantage. A commitment to our policy of integration of these students is essential.
 Burnham (FE) Lecturer II Salary Scale £7,548-£12,089, plus £987 London Allowance. Please enclose a stamped addressed envelope for details and application forms.
 ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (5320)

Dorset Education Authority

Adult Education
 All posts which are graded Lecturer I to Principal Lecturer are considered suitable for job share. Applications for job share appointments will only be considered if submitted on a paired basis. A register of potential job share is maintained by EO/CEC 5, Room 26A, The County Hall, SE1 7PS.
THAMESIDE ADULT EDUCATION INSTITUTE
 Burrage Grove, SE18 7LJ
LECTURER GRADE I
 For Fashion and Crafts Department.
 Required as soon as possible. Applicants should have experience in teaching adults and have a knowledge of one or more of the following skills: fashion, soft toys, dollmaking, macramé, leatherwork.
 Salary scale in accordance with the Burnham (FE) report: Lecturer Grade I £6,810-£10,512 plus £987 London Allowance.
 Further details and application form returnable by 8th December 1984 from the Senior Administrative Officer, Thameside Institute, Burrage Grove, Woolwich, SE18. Please enclose s.a.s.
TOWER HAMLETS ADULT EDUCATION INSTITUTE
 Betheny Street, E1
LECTURER GRADE II
 Equal Opportunities in Education Tutor for New Initiatives.
 Required as soon as possible Lecturer Grade II to help form collaborative links between adult and further education institutions in the City and East London area with particular reference to the Authority's policies on equal opportunities in education.
 The postholder will be on the staff of Tower Hamlets AEB but will be based in City of London Polytechnic.
 Salary scale in accordance with the Burnham (FE) report: Lecturer Grade II £6,810-£10,512 plus £987 London Allowance. Assistance may be given towards household moving expenses.
 Details and forms returnable by 7th December 1984 from the Education Officer, Tower Hamlets AEB, 200 County Hall, SE1 7PS (stamped addressed envelope). (5320)

Dorset County Council

Education Department
YOUTH and COMMUNITY EDUCATION SERVICE
OUT OF WORK CENTRE
 SEBERT ROAD, FOREST GATE, LONDON E7
Project Leader
 Applications are invited from qualified youth and community workers or teachers with relevant youth work experience for the post of Project Leader at the above centre.
 Salary Scale JNC 4 (Points 1-5) £9,087-£10,209, plus London Weighting Allowance of £987 per annum.
 The above project is sponsored jointly by the London Borough of Newham and the Newham Community Renewal Programme and is an informal day time provision for the young unemployed. The Centre provides primarily for the needs of Afro-Caribbean young people between the ages of 16 to 25 years including:-
 Recreation
 Counselling
 Literacy and Numeracy
 Employment Development
 Applicants should be able to demonstrate a breadth of experience of face to face work with young people from the Afro-Caribbean community.
 Further details and application forms available from the Director of Education, Education Officer, 379/383 High Street, Stratford, London E15 4RD. Telephone: 534 4545. Extension 5653.
 If you would like to discuss the application further, please contact Jeff Leak at the Out of Work Centre, telephone 01-534 8592.
 Closing date 7th December 1984. (5283)
 An Equal Opportunities Employer
 LONDON BOROUGH OF NEWHAM

EDUCATION DEPARTMENT

Community Education and Recreation Officer
 Highgate/Balsall Heath
 Burnham FE Head of Department II £12,522-£14,115 with JNC Conditions of Service.
 To be responsible to the Principal of the Central Institute for the organisation, supervision and development of adult education, youth and community work in the Highgate/Balsall Heath neighbourhood of the Institute.
 For application forms and further details (returnable by December 7th, 1984) please send a stamped, addressed envelope to: City of Birmingham Education Department, Further Education Division (ref AEYC/PA/301), Margaret Street, Birmingham B3 3BU.
 Conveying will disqualify. There is a scheme for assistance with removal expenses.
 An equal opportunities employer (5211)

BIRMINGHAM CITY COUNCIL

EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICE
EAST COMMUNITY CENTRE
COMMUNITY LIAISON OFFICER
 JNC Range 3, Points 1-5
 The successful applicant will be based at East Community Centre and will assist in the development of educational, social and recreational opportunities for the neighbourhood, liaising with other organisations and workers in the area.
 Conditions of service will be in accordance with the Joint Negotiating Committees Conditions for Youth Leaders and Community Centre Warden. Applicants should hold appropriate qualifications and preferably have considerable experience in community work.
THORNEY CLOSE YOUTH CENTRE
DEPUTY WARDEN JNC Scale 2
 Applicants should be suitably qualified. This is an established purpose built youth centre within the grounds of Thorney Close School which caters for all ages and has an expanding programme of community activities.
 Further details and application forms may be obtained from the Principal Youth and Community Officer, Burdon House, Burdon Road, Sunderland, SR1 1GB, to whom applications should be returned no later than 7th December, 1984. (5282)
 An Equal Opportunities Employer
 borough of sunderland

EDUCATION DEPARTMENT

Assistant County Youth and Community Service Officer
 £13,860-£14,985
 Applicants are invited from well qualified and experienced officers for this post, which becomes vacant on the 1st March 1985. It is a senior appointment with particular responsibility for the appointment of full-time staff, County Voluntary Youth Organisations, premises, the development of work with ethnic minorities, the County Dance project and documentation of County policy including the preparation of general inspection reports on County facilities, which requires a good standard of written English.
 Further particulars and application forms returnable by 20th December 1984 to: Kent County Education Officer, Springfield, Maidstone, Kent ME14 2LJ phone Maidstone 671411, Ext. 2481 (Ref G/P). (5287)

KENT COUNTY COUNCIL

SHROPSHIRE COUNTY COUNCIL
YOUTH SERVICE
 Vacancy for experienced youth worker to develop work with young people at Centre North East, Whitchurch.
 Person appointed will work in a District Team covering North Shropshire.
 INSTEP approved Staff Development Policy. Salary J.N.C. Range 3, Pts. 2-6; £8,103 to £9,087 + £363 for approved additional qualifications.
 Further details, job description and application form from County Education Officer, Shirehall, Shrewsbury, Shropshire. Telephone 0743 222515. (5282)

DEPUTY WARDEN

Caerleon Community College
 Salary: Headteacher Group 3: £10,455-£11,535
 Applicants should be graduates, qualified teachers or holders of the appropriate qualifications for community education. Experience of community recreation and youth work would be an advantage. Conditions of service similar to those for local government officers.
 This is a key post which should attract a person with enthusiasm, organising ability and experience in community education and/or public recreation. The successful applicant will assist the Warden in organising a programme of educational, cultural and recreational activities for adults and young people at the centre. The Warden and his Deputy are also responsible for a youth centre which is situated in the community centre, assisted by appropriate part-time staff.
 The Caerleon Community College forms part of the jointly provided scheme operated by Gwent County Council and Newport Borough Council, in order to provide recreational facilities for use by the general public.
 Application forms obtainable from Director of Education, Staffing Section, County Hall, Cwmbran. Govt. Closing date: 8th December, 1984. (5210)

YOUTH & COMMUNITY WORKER

West Molesey
 Applications are invited from qualified Youth & Community Workers to be responsible for the Molesey Youth and Community Centre. The Centre operates a full programme of personal and social education for young people. This work is supported by an excellent staff team, both part-time paid and voluntary, a thriving membership, regular community use and a supportive Management Committee.
 The post requires an enthusiastic and committed Youth Worker. Applicants should be qualified Youth & Community Workers or Teachers with Youth Work experience, plus proven Youth Work and Management Skills.
 Application form and further information may be obtained from Mr. P. J. Wiles, Area Youth & Community Officer, 7 Monument Hill, Weybridge, Surrey, KT13 8PZ. Tel: Weybridge 52811. Closing date 5 December 1984. (5234)

SURREY COUNTY COUNCIL

ADMINISTRATION - LEA continued

SHEFFIELD CITY OF SHEFFIELD EDUCATION DEPARTMENT ADVISORY TEACHER (STORY)
Salary £9,501 - £19,365 (Burnham Scale 5)
Applications are invited from well qualified graduates with successful experience of teaching history in schools. The person appointed will be a member of a strong Humanities advisory group. He will be particularly responsible for providing in-service and curriculum development support for history teaching in both primary and secondary schools.
Application forms and further details from the Chief Education Officer, Teachers' Division, Education Department, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

AND WORCESTER COUNTY COUNCIL

THE CAREERS SERVICE
Applications are invited from qualified teachers for the following posts:
1. Careers Officer, South Worcestershire.
2. Part-time Careers Officer, (18 1/2 hours per week).
3. Specialist Careers Officer for the Unemployed, North Worcestershire Department of Employment funded.
The salary is on the scale £6,964 - £8,712 per annum.
Further details and application forms from County Careers Centre, County Buildings (2nd floor), St Mary's Street, Worcester, W1 1TW.
Closing date: 7th December 1984. (35578) (52000)

Peripatetic Posts

CUMBRIA COUNTY COUNCIL PERIPATETIC INSTRUMENTAL TEACHER
Violin/Viola
Required for April 1985, or as soon as possible, a teacher of violin/viola to work in schools in the Barrow-in-Furness area (South Cumbria) Scale 1, £10,000 - £12,000. Application forms and further details from the Director of Education, Portland Square, Carlisle, C.A. 1 1PU to whom completed forms should be returned by 1 December 1984. (35501) 670000

AVON COUNTY MUSIC CENTRE
The Music Centre, 6 Idlesleigh Road, Redland, Bristol BS6 6VJ
Required from 1st January 1985, part-time (7/10) peripatetic woodwind teacher for the north of the County. Fixed term contract for two years, Burnham Scale 1 salary. Car essential, mileage allowance payable. Candidates will be expected to teach all woodwind instruments.
Letters of application to the Head of Music Centre immediately, giving full c.v. and names of two referees, enclosing a.s.e. Avon is an equal opportunity employer. 670000 (38888)

BOLTON METROPOLITAN BOROUGH
Chief Administrative Officer
£12,738/£14,709
Applications are invited from suitably qualified and experienced persons for the above Senior Management post at Bolton Institute of Higher Education. The person appointed will be responsible for the management and provision of an efficient central administrative service to the Institute. Previous applicants who wish to be reconsidered should submit a further application.
Application forms and further details are available from the Personnel Officer, Town Hall, Bolton BL1 1RU (Tel: 22311 Extns. 587 and 6105) to be returned by 3rd December 1984. (35501) 670000
An Equal Opportunity Employer (52116)

PERIPATETIC POSTS continued

WARWICKSHIRE
Part-time peripatetic string teacher to work in the Southern Division of the County for 2.5 hours a week.
Application form available from the County Education Officer (ref: P8/17) 22 Northgate Street, Warwick CV34 4HT. Tel: 01827 530000. Closing date 14th November 1984. (37857) 670000

DEVON
RESIDENTIAL CARE
MARLAND SCHOOL
Torrington, Devon
Residential school for 48 boys of normal intelligence with emotional/behavioural difficulties. REQUIRED JANUARY 1985. A.S.P. after, married couple, suitable accommodation in child-care. Our part-time duties to include medical routine. The school is self-contained. Both applicants must hold current driving licence. Own transport essential.
Further details from the Headmaster, Tel: 01809 351000. Closing date 14th November 1984. (37857) 670000

SURREY
THE ROYAL ALEXANDRA AND ALBERT SCHOOL
Cotton, Surrey
Applications are invited for January 1985 from suitably qualified and experienced teachers for positions of HOUSEMASTER, HOUSEMISTRESS, and small boarding house. Age range 16-18 years. Duties include preparation of breakfast and tea; plus all other duties of a boarding house. Position will suit married couple. Full-time or part-time. Pleasant self-contained accommodation available. Three bedrooms. Generous emoluments in addition to salary.
Applications should be sent immediately to the Headmaster, Tel: 01883 540000. (35588) 540000

LONDON REGIONAL EXAMINING BOARD
Applications are invited for the following posts:
CHIEF EXAMINER FOR 1985 (resident within 40 miles of Charing Cross).
Child Development.
ADDITIONAL EXAMINER (residential).
Brickwork (re-advertisement).
EXAMINERS:
Biology, English, General Science, Geography, Geography (CVSL).
VISITING EXAMINERS (to be resident within 40 miles of Charing Cross).
Drama, English Oral, Geography, Geography (CVSL).
VISITING ASSESSORS (to be resident within 40 miles of Charing Cross).
English Oral, Home Economics, Mathematics, Motor Engineering, Woodwork.
Application forms and further details may be obtained on request from D.H. Board M.A., Secretary 104 Wandsworth High Street SW18 1LP, to whom completed application forms should be returned NO LATER THAN 10TH DECEMBER 1984. (27142) 600000

Department of Education and Science
H.M. Inspectors of Schools
Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors. HM Inspectors educational institutions as part of both general and specialist assignments and provide advice to the Department and throughout the education system. Current vacancies are for specialists in:
SECONDARY EDUCATION
Home Economics: Ref. 8/85
Candidates should have good specialist qualifications and substantial experience of teaching Home Economics in schools. Experience at senior level in schools, or in teacher training or of advisory work would be an advantage.
Mathematics: Ref. 9/85
Candidates should have good academic qualifications in mathematics, substantial experience of teaching the subject in schools, colleges or universities and a wide interest in education. Experience in teaching statistics to 'A' level or in teaching primary mathematics would be an asset. Relevant experience in industry or in teacher training would be an additional advantage.
Science: Ref. 10/85
Candidates should have a degree, or an equivalent qualification, in one or more of the main sciences. Experience of teaching science to pupils of different abilities in a secondary school is essential, and it is desirable for applicants to be interested in primary science or technology or the education and training of teachers. Applications will be particularly welcomed from those who have experience of co-ordinating health education programmes in primary or secondary schools.
PRIMARY EDUCATION: Ref. 11/85
Candidates should have substantial and appropriate teaching experience and knowledge of teaching the subject in schools, colleges or universities and a wide interest in education. Experience in teaching statistics to 'A' level or in teaching primary mathematics would be an asset. Relevant experience in industry or in teacher training would be an additional advantage.
YOUTH AND COMMUNITY: Ref. 12/85
Candidates should have relevant professional or academic training and substantial experience of youth and community work. Experience in both statutory and voluntary sectors or in youth work training would be an advantage. Candidates should also have experience of working with young people in schools or in the community in areas of substantial ethnic minority settlement. A broad interest in either secondary or further and higher education is required.
Starting salary for all posts is within the range £16,200-£21,800. Relocation expenses of up to £5,000 may be payable.
Application forms (to be returned as soon as possible and not later than 14 December 1984) and further information may be obtained from Mr E. D. Foster, Department of Education and Science, 28 York Road, London, SE1 7PH. Telephone: 01-928 9222, extensions 2408, 2706 or 2487.
The Civil Service is an equal opportunity employer. (5288)

Somerset County Council
Somerset seeks a
1st DEPUTY CHIEF EDUCATION OFFICER
(Salary £19,923-£21,783 under review)
To succeed Derek Esp, appointed to be C.E.O. Lincolnshire.
The determination to demonstrate that he or she is a potential Chief Education Officer is essential, as are resilience, and optimism about the future of our service.
BARRY TAYLOR
C.E.O.
Full details and application form from the C.E.O. Staffing (R/T) Section, Education Department, County Hall, Taunton, TA1 4DY. Closing date 10 December 1984. Stamped addressed envelope please. (5256)

GATEHEAD METROPOLITAN BOROUGH COUNCIL
DEPARTMENT OF EDUCATION
DEPUTY DIRECTOR OF EDUCATION (CURRICULUM)
Salary: £17,091-£18,324 p.a.
Applications are invited for this important new post which will rank as second deputy in the Education Department. It has been created to secure cohesive development of all aspects of curriculum advance and the person appointed will be responsible to the Director of Education. General duties would be to plan, organise, direct and co-ordinate curriculum development including the work of the Advisory Service.
The Authority has taken significant steps to initiate curricular change including participation in the national project for lower attaining pupils and a leading role in the northern consortium of LEAs working with the examination boards to develop new methods of assessing and recording the achievement of pupils.
Applicants should be well qualified and have successful and appropriate experience at a senior level in schools and/or in a local education authority. Managerial skills are an essential attribute for the successful discharge of the duties of the post.
Application forms, returnable by 12th December, 1984, and further particulars are available from the Director of Personnel and Management Services, 7th Floor Alden House, Tynegate Precinct, Sunderland Road, Gateshead, Tyne and Wear NE8 3EL. Telephone Gateshead 770612.

Inner London Education Authority
INNER LONDON EDUCATIONAL COMPUTING CENTRE
John Ruskin Street, London, SE5 0PQ.
Programmer / Analysis
Salary range - £7470 - £12729 + £1347 LW.
Two vacancies exist for programmer/analysts to work in a micro-programming team developing software packages for educational use in schools and colleges in a variety of curriculum disciplines. Microcomputing is based on RML 3792 and 4892 microcomputers, including the Chain Network. The Centre also supports a time sharing service based on Prime 858L minicomputers. Candidates should have a variety of language and software experience. Teaching experience is not essential.
Further details and application forms are available from Education Department, Estab. 1b Room 305, The County Hall, London, SE1. (Please enclose SAE). Closing date for return of completed application forms is 10 December 1984.
This post is suitable for Job-Share.
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (52116)

London Borough of ENFIELD
EDUCATION DEPARTMENT
TRAINEE CAREERS OFFICER
£3,603-£6,762
Applications are invited from candidates over the age of 22 to be seconded, on salary plus approved expenses, to a one year training course, commencing in January 1985, leading to the Diploma in Careers Guidance.
Applicants should hold a degree or other relevant qualification and have had at least one year's experience in appropriate employment. Candidates without appropriate qualifications but with wider employment will also be considered.
Application forms and further details are available from the Director of Education's Department, PO Box 56, Civic Centre, Silver Street, Enfield, Middlesex EN1 3XQ. Telephone 01-366 9386. Closing date for receipt of applications: 7th December, 1984. (5292)

LONDON EXAMINERS
Due to the continued growth in the Institute of Data Processing Management (IDPM) more than 100 Assistant Examiners and Review Examiners are required. In particular, there is an immediate vacancy for an Assistant Examiner in the Methods with a 3rd background at BTEC level.
For further information please apply to the Secretary, General, 104 Wandsworth High Street, London W8A 2NU or Tel: 01-840 3304. Appropriate rates paid. 600000 (35616)

County Education Office
PRINCIPAL OFFICER
(Adult Education)
PO3 £11,703-£12,738 plus 1984 pay award
Applications are invited for the above post, based in the County Education Office, Chalfont.
The Officer will have the responsibility for assisting the Senior Education Officer responsible for Community Education in securing the efficient provision of education for adults throughout the County (currently some 60,000 enrolments in 45 establishments) and for liaison with statutory and voluntary bodies in the adult education field.
The successful candidate must have substantial knowledge of the education of adults and should be suitably qualified in this field. Experience of educational administration within a L.E.A. would be a considerable advantage. He/she will be encouraged to stimulate and implement development.
Closing date: 7th December, 1984.
Generous relocation allowances are payable in approved cases.
Application forms and further details available from the County Education Officer (P), P.O. Box 47, Thredneedle House, Market Road, Chalfont, CM1 1LD. Telephone: 0245 267222, ext. 2625. (5008)

Overseas continued

PRIMARY SCHOOL TEACHER
St Christopher's School, Bahrain
A single male teacher is required at the Budaiya School section of the above named school. The teacher will be required to take a class of 31 pupils aged 7 years. Excellent high tax-free salary and fringe benefits. Interested British trained teachers should write at once for further details and application forms to: CCL Education Consultants (Ref: MTB) 3 Temple Row West, Birmingham B2 6NY, England and enclose a self-addressed, stamped (if in UK) A4 or A5 size envelope. (5221)

Careers Officer
£7191-£8712
The post is based at the Careers Centre, Anglia House, Derrys Cross, Plymouth. We are looking for a person to work as a member of a team responsible for the full range of duties normally undertaken by a careers officer. You must be a holder of the Diploma in Careers Guidance and a current driving licence is essential.
Application form (see please) from the Chief Education Officer, County Hall, Exeter EX2 4QG.
Closing date 7 December 1984.

COMMUNITY EDUCATION DEPARTMENT
ASSISTANT DIRECTOR
(Further and Continuing Education)
Salary £16,374-£17,528
(pay award pending)
This is a third tier post with responsibility for all Further Education Administration. Candidates are expected to be graduates with significant and appropriate administrative experience and teaching experience in the further education sector.
For further details and application forms please telephone St. Helens 24061 and leave your name and address. Return completed forms to PO Box 42, St. Helens.
Closing date: Friday 7th December, 1984.
As part of the Council's Equal Opportunity policy, applications are welcome from people regardless of disability, marital status, race or sex. (5245)

WATFORD COLLEGE
OPEN TECH PROJECT MANAGER
OPEN ACCESS PRACTICAL TRAINING FACILITY
A Project Manager is required to be responsible for the organisation and development of an open access practical training facility funded by the Manpower Services Commission as part of the Open Tech Programme.
The facility based on Watford College will provide practical training in new technology in engineering and printing.
Applications are invited from candidates preferably with graduate and professional qualifications and with relevant managerial experience, initially on a two-year contract.
Salary in accordance with Burnham Principal Lecturer Scale: £13,085-£14,590 (Bar) - £16,467 p.a. plus £258 p.a. Fringe allowance.
Further details and application forms obtainable from the Principal, Watford College, Hematop Road, Watford, Herts. WD1 3EZ. (Telephone Watford 41211, Ext. 65).
Closing date for applications 7th December 1984. (5254)

ESSEX County Council
NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES
Graduated Tests in Mathematics for Lower-Attainers in Secondary Schools
RESEARCH OFFICER
Applicants are invited for a post of Research Officer for this project sponsored by the DES in their post-Cookcroft programme of research and development.
The project, which began in September 1983 and is due to be completed in July 1985, is concerned with investigating the feasibility of producing criterion-referenced tests for lower-attainers. The post holder will join a team responsible for developing a wide range of assessments in accordance with the Cookcroft Committee's recommendations.
The post is within a Foundation's Mathematics Department which is also responsible for carrying out the mathematics programme of the Assessment of Performance Unit at the DES.
Candidates should have good qualifications in mathematics and wide educational experience including relevant teaching experience. Further study or research experience related to assessment and testing would be an advantage. The successful applicant will be expected to take up the post as soon as possible after 1 January 1985 and the appointment will be until 31 July 1985.
Salary Scale: £8,450 to £10,720. Placement on scale according to qualifications and experience.
For Application Form and Further Particulars, please apply to the Research Office, National Foundation for Education and Science, Room 16/17, Elizabeth House, 28 York Road, London SE1 7PH, telephone 01-928 9222, extensions 2488, 2487 or 2788. Please quote the appropriate reference. (5202)

Department of Education and Science
HM INSPECTORS OF SCHOOLS
Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors. HM Inspectors educational institutions as part of both general and specialist assignments and provide advice to the Department and throughout the education system. Current vacancies are for specialists in:
FURTHER AND HIGHER EDUCATION
Adult and Continuing Education: Ref. 1/85
Candidates should have substantial qualifications and teaching experience in one or more of the following fields of adult education: responsible body adult education; LEA general and community adult education; and vocational/professional and general adult training and retraining. Experience of distance learning, part-time and short course techniques and related methods will be an advantage.
Agriculture and Horticulture: Ref. 2/85
Candidates must have considerable experience and responsibility in this specialist area and have an active interest in its applications. Appropriate academic qualifications, teaching and industrial/professional experience are essential.
Art and Design: Ref. 3/85
Candidates should have good specialist qualifications and experience of teaching fine art, or photography, or film and television studies, or design, or graphics, in further and higher education. Experience is sought in the teaching of these subjects in single or combined subject degrees, DATES, and in the application of these subjects to the education of teachers and other professions.
Catering and Food: Ref. 4/85
Candidates must have considerable experience and responsibility in this specialist area and have an active interest in its applications. Appropriate academic qualifications, teaching and industrial/professional experience are essential.
Computing Education: Ref. 5/85
Candidates should have substantial teaching experience in this field. They should hold a senior position in further and higher education and have a broad and active interest in computer education. Particular interest and experience in an area of computer application, e.g. information technology, or in the field of mathematical sciences, would be an advantage.
Engineering: Ref. 6/85
Candidates should have substantial experience of teaching either electrical, electronic or mechanical engineering in Higher Diplomas and at degree level. They should also have relevant experience in industry.
Geology: Ref. 7/85
Candidates should be qualified in geology and preferably have post graduate experience in the subject and its related disciplines. Experience in the teaching of geology to GCE A level and in the teaching of these subjects to degree and equivalent levels is essential. Experience in employment and in the application of geology to technology would be an advantage.
Starting salary for all posts is within the range £16,200-£21,800. Relocation expenses of up to £5,000 may be payable.
Application forms (to be returned as soon as possible and not later than 7 December 1984) and further information may be obtained from Mr E. D. Foster, Department of Education and Science, 28 York Road, London, SE1 7PH, telephone 01-928 9222, extensions 2488, 2487 or 2788. Please quote the appropriate reference.
The Civil Service is an equal opportunity employer. (5288)

THE NEW ENGLISH SCHOOL KUWAIT
Teaching posts in the following subjects or combinations of subjects become vacant in September 1985 in this English Medium School. Joint applications from married couples without children are particularly welcome.
SECONDARY SCHOOL
(1,100 on Roll to "O" and "A" Level)
English Language and Literature
Mathematics
Chemistry
Physics
Biology
Computing Studies
History
Geography
French
Art
Economics
P.E.
PRIMARY SCHOOL
(1,000 on Roll)
Upper junior class teachers (9½-11½ years)
Lower junior class teachers (7½-9½ years)
Infant class teachers (4½-7½ years)
Music
Terms
Tax free salary in range £7,500 to £12,500 (at current exchange rates) according to qualifications and experience. Terminal gratuity. Rent free furnished airconditioned accommodation. Economy class return air passages. Interviews in UK, March 18th to March 28th. For further information and application form, apply with brief curriculum to the director, New English School, P.O. Box 8168, Hawalli, Kuwait, Arabian Gulf. Enclosing a self addressed (not stamped) foolscap envelope. 5491

DEVON
County Education Department
ASSISTANT EDUCATION OFFICER (SCHOOLS)
(Based at County Hall, Dorchester)
Applications are invited for the above post which will become vacant on 1 January 1985. The postholder is responsible for assisting the Area Education Officer in the management of schools in the Western half of the County with specific responsibility for the Secondary Schools in the area.
Candidates should have successful teaching and administrative experience in a local education authority.
Salary Scale PO Grade Points 44-47 £13,085-£14,034 per annum.
Removal Expenses are payable in approved cases.
Application forms (returnable by 4 December 1984, and further details from County Education Officer (MD), County Hall, Dorchester, Dorset DT1 1XJ. Tel: Dorchester 63121 ext 4171. Please quote post C0067X. (5295)

Education Department.
PROFESSIONAL ASSISTANT.
Salary Scale PO (a) £10,874 - £11,679 (under review) including London Weighting.
This post provides an opportunity for a teacher with appropriate experience to embark upon a career in education administration.
The education department has an establishment of two such posts covering a wide range of duties throughout the service.
Application forms and further details are available (s.a.e. please) from the Director of Educational Services (Ref: JG), Mercury House, Mercury Gardens, Romford, RM1 3DF. Telephone: Romford 66959. extension 276. Closing date: December 7, 1984. (5294)

ROEDEAN SCHOOL
BRIGHTON
BURSAR
Applications are invited for the post of Bursar of this girls independent Boarding School. Experience is required in financial and general administration and management.
Further particulars may be obtained from:
Mr John Craig
The Clerk to the Governors of Roedean School
9 Lincoln's Inn Fields
London WC2A 3DW
Applications for the appointment should arrive with the Clerk not later than the 14th December, 1984. (5294)

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